The Bulletin of Wellesley College

The Academic Year 1982-1983

Catalog for 1982-83

The Bulletin of Wellesley College, Vol. 72, No. 1

Contents

Academic Calendar, 1982-83	3
Inquiries, Visits & Correspondence	4
The College	6
The Campus	10
Facilities and Resources	10
Student Life	14
Student Residences and Resources	14
Student Government	16
Career Services	18
Admission	20
Criteria for Admission	20
Admission Plans	21
Foreign and Transfer Students	22
Costs & Financial Aid	26
Fees and Expenses	26
Payment Plans	28
Financial Aid	29
Graduate Fellowships	31
The Academic Program	34
The Curriculum	34
Academic Policies and Procedures	36
Special Academic Programs	39
Academic Distinctions	42
Honors Awarded, 1982	42
Courses of Instruction	47
The Faculty	200
Presidents	217
The Board of Trustees	218
The Administration	220
The Alumnae Organization	226
The National Development Fund Council	227
Travel Instructions	229
Index	230

The information contained in this Bulletin is accurate as of August 1982. However, Wellesley College reserves the right to make changes at its discretion affecting policies, fees, curricula or other matters announced in this Bulletin.

Wellesley College admits students, without regard to race, color, religion, or national origin, to all the rights, privileges, programs, and activities generally accorded or made available to students at the College. The College does not discriminate on the basis of race, color, religion or national origin, in administration of its educational policies, admission policies, scholarship and loan programs, athletic and other college-administered programs or in its employment policies.

Wellesley College, as a private, undergraduate educational institution for women, does not discriminate on the basis of sex against its students in the educational programs or activities which it operates, and does not discriminate on the basis of sex in its employment policies, in compliance with the regulations of Title IX of the Education Amendments of 1972, nor does the College discriminate on the basis of handicap in violation of Section 504 of the Rehabilitation Act of 1973.

Wellesley College supports the efforts of secondary school officials and governing bodies to achieve regional accredited status for their schools in order to provide reliable assurance of the quality of the educational preparation of its applicants for admission.

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Academic Calendar 1982-83

First Semester

SEPTEMBER

2, Thursday	New students arrive
Labor Day Weekend	Orientation activities for new students
4, Saturday	Returning students arrive
7, Tuesday	Classes begin
9, Thursday	Convocation

OCTOBER

8, Friday	Fall recess begins after classes
12, Tuesday	Fall recess ends

NOVEMBER

24, Wednesday	Thanksgiving recess begins (after classes)
28, Sunday	Thanksgiving recess ends

DECEMBER

10, Friday	Classes end
11, Saturday	Reading period begins
15, Wednesday	Examinations begin
22, Wednesday (Noon)	Examinations end
19, Sunday	No examinations
22, Wednesday (Noon)	Christmas vacation begins (after examinations)

JANUARY

4, Tuesday	Christmas vacation ends
5, Wednesday	Wintersession begins
28, Friday	Wintersession ends

Second Semester

JANUARY

31, Monday	Classes begin

MARCH

18, Friday	Spring vacation begins (after classes)
29, Tuesday	Spring vacation ends

MAY

10, Tuesday	Classes end
11, Wednesday	Reading period begins
16, Monday	Examinations begin
20, Friday	Senior work complete
24, Tuesday (Noon)	Examinations end

JUNE

3, Friday	Commencement

Inquiries, Visits & Correspondence

Wellesley welcomes inquiries and visits to the College from prospective students, their parents, and other interested individuals. For those who would like more detailed information on many of the programs and opportunities described in this catalog, the College publishes a number of brochures and booklets. These publications, as well as answers to any specific questions, may be obtained by writing to the appropriate office as listed.

For those who would like to visit the College, the administrative offices in Green Hall are open Monday through Friday, 8:30 a.m. to 4:30 p.m., and by appointment on Saturday mornings during term time. Special arrangements for greeting prospective students can also be made during vacation periods. Rooms for alumnae and for parents of students or prospective students are available on the campus in the Wellesley College Club and may be reserved by writing to the club manager.

A prospective student who wishes to arrange an interview with a member of the professional staff of the Board of Admission should make an appointment well in advance.

Student guides provide tours for visitors without previous appointment. Visitors to the College may call the Board of Admission prior to their visit to arrange a mutually convenient time for the tour.

President
General interests of the College

Dean of the College
Academic policies and programs

Dean of Students
Student life
Advising, counseling
Residence
MIT cross registration
Exchange programs
International students
Study abroad

Class Deans
Individual students

Director of Admission
Admission of students

Director of Financial Aid
Financial aid; student employment; fellowships; student loans

Bursar
College fees

Registrar
Transcripts of records

Dean of Continuing Education
Continuing education

Director, Center for Women's Careers
Graduate school; employment; general career counseling of undergraduates and alumnae

Vice President for Financial and Business Affairs
Business matters

Vice President for Planning and Resources
Gifts and bequests

Executive Director, Alumnae Association
Alumnae interests

Address
Wellesley College
Wellesley, Massachusetts 02181
(617) 235-0320

The College

Four years of Wellesley have given me one advantage that I will value for the rest of my life: a sense of confidence. If you apply yourself at Wellesley, what you get is a feeling that, as a woman and as an intelligent person, you can do absolutely anything.

Julie Gess '82

The College

A student's years at Wellesley are the beginning—not the end—of an education. A Wellesley College degree signifies not that the graduate has memorized certain blocks of material, but that she has acquired the curiosity, the desire, and the ability to seek and assimilate new information. Four years at a women's college can provide the foundation for the widest possible horizon of ambitions, and the necessary self-confidence as an individual and as a woman to fulfill them. Above all, it is Wellesley's purpose to teach students to apply knowledge wisely, and to use the advantages of talent and education to seek new ways to serve the wider community. These are the elements of an education that can never grow old and can never become obsolete.

Wellesley is a college for the serious student, one who has high expectations for her intellectual life and for her career. Beyond this common ground, there is no Wellesley stereotype. Students at the College come from all over the world, from different cultures and backgrounds. They have prepared for Wellesley at hundreds of different secondary schools; two-thirds of them attended public secondary schools. Wellesley students are white, Black, Hispanic, American Indian, and Asian-American. Through the Continuing Education Program, a number of older women, many of whom are married and have children, are part of the student body working toward a Wellesley degree. Men and women from other colleges and universities study at Wellesley through various exchange programs.

This diversity of people and personalities is made possible, in large part, by the College's continued ability to maintain an "aid-blind" admission policy. Students are accepted without reference to their ability to pay. Once admitted, those with demonstrated need receive financial aid through a variety of services. Approximately 75% of the student body currently has financial help; about 42% of those receive aid directly from the College.

Wellesley's founder, Henry Fowle Durant, was an impassioned believer in educational opportunity for women. Throughout its 107 year history Wellesley has been one of a handful of preeminent liberal arts colleges in the country, and, at the same time, a distinguished leader in the education of women.

Wellesley has remained a women's college because there are priceless advantages for the student. These advantages have increased in importance over the last twenty years, especially since women began entering the paid labor force in large numbers. At a college for women, the student is free to reflect upon herself as an individual and as a scholar, without the encumbrance of stereotypes. As a result, students at Wellesley find themselves taking courses and pursuing interests that elsewhere might be seen as more appropriate for men. They also take courses and pursue interests with an emphasis on the lives and achievements of women, that elsewhere might not be available at all. The College has always encouraged women to make responsible choices, without regard for prevailing convention. In the early part of this century, a woman choosing to become a physician would have been viewed as atypical. Today, it might be equally unconventional for a Wellesley graduate to devote herself to a family and to volunteer activities. Either way, the women's college experience helps each student understand that she has many choices, that she may set her own goals and strive to fulfill them in a way that is satisfying to her.

In recognition of the importance of studying the contribution of women to their world, the College inaugurated a major in Women's Studies in 1982. While the major concentration is new and presents many exciting opportunities, the investigation of women's work and women's lives has been a respected part of academic life for many years. The Wellesley College Center for Research on Women, a policy-oriented research institution on campus was founded in 1974 and has produced much work of national importance about the role of women in contemporary society.

Wellesley is not, however, a community composed only of women. Many members of the faculty and administration are men, and through the various exchange programs there are always male students on campus. With Boston and Cambridge, and their many educational institutions, only 35 minutes away, there is a wealth of opportunity for each student to enjoy the kind of social life she desires.

In some respects, the liberal arts curriculum at Wellesley, like the traditional commitment to women, has changed little since the College was

founded. The constant features are the grouping of disciplines into several broad areas and the requirement that each student sample widely from courses in each area. Consistent also is the concept of the major—the opportunity for each student, through concentrated study during her junior and senior years, to establish mastery in a single area. The College has adhered to this framework because it emphasizes the building blocks of a continuing education: the ability to speak and write clearly, the confidence to approach new material, the capacity to make critical judgments. Whatever the student chooses to do with her life, these skills will be essential.

Within this traditional liberal arts framework, the Wellesley curriculum is dynamic, responsive to social change and quick to incorporate new fields of study. The dramatic expansion of information of the last 20 years has led to an increasingly interdisciplinary course of study. Single majors in traditional disciplines have been joined by double majors, and especially designed interdisciplinary and interdepartmental majors.

Wellesley stresses computer literacy for all its students. In 1982 the College instituted a major concentration in Computer Science. At Wellesley the use of data and word processing is not limited to the sciences: faculty members are pioneering applications of artificial intelligence and teaching technology in such fields as philosophy, history, and languages.

The Wellesley curriculum is further extended through exchange programs, residential and nonresidential, with a number of other institutions.

The Wellesley-MIT Cross Registration Program allows students to combine the strengths of these two very different institutions while remaining in residence on their own campuses. Through this program a major in engineering is now possible for the Wellesley student. Other MIT courses popular with Wellesley students, in addition to courses in the sciences, are in architecture and urban studies. MIT students come to Wellesley for study in such areas as psychology, economics, Chinese, and art history. Buses shuttle hourly along the twelve-mile route between the two campuses.

The Twelve College Exchange Program brings men and women from other member New England colleges to Wellesley for a semester or a year, and enables Wellesley students to live and study on another campus. The College also offers an exchange between Wellesley and Spelman College, a distinguished Black liberal arts college for women in Atlanta, Georgia.

Wellesley students are encouraged to spend a semester or a year abroad in programs at many institutions throughout the world. Limited financial aid for study abroad is available through several Wellesley funds. The Slater program underwrites the cost of attending European institutions for a summer or academic year, and it brings Slater Fellows from abroad to the Wellesley campus. The Waddell program provides funds for study in Caribbean countries or in Africa. The Stecher program enables students to study art abroad either during the academic year or summer.

Wellesley's faculty—of which 58 percent are women—bring to the College a vast range of academic and professional interests. Poets, artists, musicians, scientists, political and economic analysts, the members of the faculty are scholars dedicated to teaching and committed to all aspects of life in the Wellesley community. A number live on or near the campus, and are available to students long after the end of class.

At Wellesley there is one faculty member for every eleven students. As a result, the average size of classes ranges from 18 to 20 students. A few popular introductory courses enroll more than 100, but these classes routinely break into small discussion groups under the direction of a faculty member. Upper-level classes and seminars bring together 12 to 15 students and an instructor to investigate clearly defined areas of concern. The low faculty-student ratio offers an excellent opportunity for students to undertake individual work with faculty on honors projects and research.

Learning at Wellesley is supported by excellent academic facilities. The Margaret Clapp Library has an extensive general collection of over 600,000 volumes in its open stacks, as well as many rare books in special collections. In addition to the collections in the main library, many departments have their own libraries.

Wellesley's strength in the sciences dates to the 19th century, when the College's physics laboratory was the second such laboratory in the country (the first was at the Massachusetts Institute of Technology). The Science Center brings together all the science departments, including mathematics and computer science, in a contemporary setting that fosters interdisciplinary discussion and study. Laboratories in the Science Center are completely equipped for a wide variety of fields. Resources for the sciences at Wellesley also include an extensive complex of greenhouses and a fine observatory.

Students in the arts find excellent facilities in the Jewett Arts Center, a complex consisting of

the art department wing and the theatre and music wing, linked by the Wellesley College Museum.

Wellesley recognizes that classroom activities and studying are only part of a college education. The residence hall system not only provides a pleasant and comfortable place to live, but seeks, through educational programs and meaningful experiments in collective living, to integrate academic and extracurricular life. Residence life is administered in many different ways, ranging from professional heads of houses to student-run cooperatives.

For many students, the lessons learned competing on the athletic field, publishing the *Wellesley News*, or participating in a Wellesley-sponsored summer internship in Washington are of lifelong importance. The College encourages self-expression through any of the 66 established extracurricular activities, as well as any interest that a student may choose to pursue alone or with a small number of friends. Wellesley also supports those students who investigate religious issues and thought. The College chaplaincy offers a religious program embracing many faiths, including denominational services for those who wish to participate.

Wellesley is a small community, and the quality of life depends upon the involvement and commitment of each of its constituents. For this reason, students at the College participate in decision-making in nearly every area of College life. Students serve, frequently as voting members, on every major committee of the Board of Trustees, including the Investment Committee, and on committees of the Academic Council, including the Board of Admission and the Committee on Curriculum and Instruction. In academic departments, they are voting members of the curriculum and faculty search committees. They also serve on committees that set policy for residential life and govern Schneider Center, the focus for much student and community activity on campus.

The Wellesley College Government Association was established in 1918 by student and faculty agreement. Through Senate, its elected representative body, it is the official organization of all Wellesley students. College Government officers are elected each spring on a campus-wide basis; Senate representatives are elected in each residence hall and by the Nonresident Student Organization.

In its desire to create the best possible education for women, we at Wellesley continue to seek solutions to problems faced by both men and women in a changing world. We also look closely at our own immediate environment, and try to make it a better place in which to study and to grow. Members of the Wellesley community are exploring new patterns of work, new ways for campus groups to communicate more effectively, and new styles of residential life.

Each student who comes to Wellesley College joins an extended community, composed of the thousands of women who have preceded her. Some of Wellesley's alumnae have been outstanding scholars and researchers; others have been leaders in politics and women's rights; still others have made important contributions to their communities through volunteer work. We are proud of our alumnae. Their contributions, however they have chosen to make them, have proven that four years at Wellesley College *is* just a beginning.

The Campus

There is an atmosphere on the Wellesley campus that is absolutely unmistakable. In that physical beauty, there is the feeling of the wonderful intellectual relationships between students and teachers, the feeling of students who care for their college and care about each other. And there is the seriousness of the students who are admired for their accomplishments. I don't know of a single parent who has visited the College and has not come away with the hope that her daughter would choose to attend.

Mrs. Robert Enslein, Parent of Nancy '85

The Campus

Wellesley College has a campus of more than 500 acres bordering on Lake Waban. There are woodlands, hills and meadows, an arboretum, ponds, and miles of footpaths. In this setting are 64 buildings, with architectural styles ranging from Gothic to contemporary. The focal point of the campus is the Galen Stone Tower, named for its donor, which rises 182 feet.

Facilities and Resources

The broad scope of Wellesley's curriculum is supported by excellent academic facilities, ranging from large lecture halls to study carrels, from tools to create art to equipment for advanced scientific research. Of equal importance to the quality of its academic facilities is the College's policy of making them available to all students; even those facilities outside a student's principal interests will enrich her educational experience.

Classrooms

The two primary classroom buildings, Founders Hall and Pendleton Hall, are located in the academic quadrangle. The humanities are taught in Founders and the social sciences in Pendleton East.

Science Center

The Science Center houses the departments of astronomy, biological sciences, chemistry, computer science, geology, mathematics, physics, psychology, and the human performance laboratory. In the Center are the teaching and research laboratories: an extensive array of sophisticated facilities and equipment. Special equipment includes two electron microscopes, two NMR spectrometers, and an X-ray diffractometer. There are also environmental rooms, animal quarters, and closed circuit TV.

The Science Center also houses the Science Library, comprised of over 78,000 volumes from five separate departmental collections. Group study rooms, carrels, audiovisual and tutorial rooms, copying equipment and microfilm facilities are under the supervision of a trained science librarian.

Greenhouses

Classrooms in the biological sciences department open directly into the Margaret C. Ferguson Greenhouses, named after a former Wellesley professor of botany. The climate in the greenhouses ranges from temperate to tropic with many excellent examples of trees and flowers which flourish in the respective temperatures. There is considerable space for experiments by faculty and students. The greenhouses are open to the public throughout the year.

Observatory

The Whitin Observatory contains laboratories, classrooms, darkroom, and the library of the astronomy department. Its research equipment includes a 6-inch, a 12-inch, and a 24-inch telescope. The observatory was a gift of Mrs. John C. Whitin, a former trustee of the College. It was built in 1900, enlarged in 1962 and 1966, and is considered to be an unusually fine facility for undergraduate training in astronomy.

Computer Facilities

Many courses and research projects at Wellesley involve the use of a computer. The College has its own DEC-2060 computer with access on a time-sharing basis to other computers in New England. It is housed in the Henry David Tishman Computer Laboratory. Computer terminals are located in the Public Terminal Room of the Margaret Clapp Library, in the Science Center, and at various locations in academic buildings.

Arts Center

The Jewett Arts Center, completed in 1958, consists of the Mary Cooper Jewett art wing and the Margaret Weyerhaeuser Jewett music and drama wing. Linking the two buildings is the Wellesley College Museum.

The Museum is open to the general public. It includes a fine collection of classical, medieval and renaissance sculpture, old master paintings, prints and drawings, and twentieth century art. In addition to the permanent collection, many loan exhibitions are presented throughout the academic year.

The art wing consists of the Art Department and Museum, classrooms, an extensive library, photography darkrooms, and a print laboratory. The music and theatre wing contains the music library, listening rooms, practice studios, and classrooms and offices of the Music Department.

A collection of musical instruments of various periods is available to students.

The Jewett Auditorium, a theatre seating 320 persons, was designed for chamber music performances, and is also used for special events. In addition, there are rehearsal rooms and other theatre facilities.

Pendleton West, part of the Arts Center, contains laboratories, studios, a sculpture foundry, an extension of the Music Library, the choir rehearsal room, and a concert salon.

Margaret Clapp Library

The third enlargement and complete remodeling of the Margaret Clapp Library was finished in 1975. At the center of the modern and functional building is the reference room which distinguished the original building erected in 1910.

The library's holdings contain more than 600,000 volumes and an important collection of public documents. Subscriptions to periodicals number over 2,600. Interlibrary loans through the Boston Consortium of Academic and Research Libraries augment the College's own collections.

The Special Collections include letters, manuscripts, and rare books and the Archives contain materials documenting the history of Wellesley. The language laboratory and a listening room for the collection of spoken and dramatic recordings are in the library. A lecture room is available for meetings.

Child Study Center

The Child Study Center is a preschool and laboratory which serves the College and the neighboring community. It is housed in the Anne L. Page Memorial Building, which was specifically designed in 1913 as a school for young children. Under the direction of the Psychology Department, students and faculty from any discipline can study, observe, conduct approved research, volunteer or assistant teach in classes with children ages 2 to 5. In addition to the observation and testing booths at the Center, there is a Developmental Laboratory at the Science Center; research equipment is available at both locations.

Physical Education Facilities

Classes for all indoor sports and dance are conducted in Mary Hemenway Hall and in the nearby Recreation Building. The latter has game rooms, badminton and squash courts, a swimming pool, a practice dance studio, basketball backboards, volleyball courts, and an athletic training facility. Outdoor water sports center around the boathouse where the canoes, sailboats, and crew shells are kept. Wellesley also maintains a 9-hole golf course, 24 tennis courts, hockey, lacrosse, and soccer fields, and a swimming beach.

Alumnae Hall

The largest auditorium on the campus, seating 1,500 people, is in Alumnae Hall. The Hall also has a large ballroom and houses the Wellesley College Theatre and the College radio station, WZLY. Visiting lecturers, concert artists, and professional theatre groups often appear there. The building was erected in 1923 and is the gift of Wellesley alumnae.

Chapel

The Houghton Memorial Chapel was presented to Wellesley in 1897 by the son and daughter of William S. Houghton, a former trustee of the College. The chapel's stained glass windows commemorate the founders and others, while a tablet by Daniel Chester French honors Alice Freeman Palmer, Wellesley's second president. The chapel, which seats 1,000 people, is a setting for lectures and community meetings as well as religious services.

Schneider College Center

The center for extracurricular life at the College is Schneider College Center. Its facilities provide lounge areas, a snack bar, meeting rooms, offices for student organizations, and a coffee house. It also contains the offices of the Center Coordinator, the Director of Residence, and the Chaplain.

Harambee House and Slater International Center are complementary adjuncts to Schneider.

Harambee House

Harambee House is the cultural and social center for the Black community at Wellesley. Diverse program offerings, which highlight various aspects of Black culture, are open to the College community. Harambee has a growing library of the history and culture of African and Afro-American peoples and boasts a record library (classical-jazz by Black artists), which is housed in the Jewett Music Library. The House also contains offices for the staff, Ethos (the Black student organization), and Brown Sister (a literary magazine), as well as rooms for seminars, meetings, and social gatherings.

Slater International Center

Slater International Center is an informal meeting place for foreign and American students and faculty. The Center serves campus organizations that have an interest in international affairs and helps to sponsor seminars and speakers on international topics. Located in the Center is the Foreign Student Office, where the Foreign Student Advisor handles immigration and gives other counseling to students from abroad. Slater Center

is the headquarters for the Slater International Association, providing a place where foreign students may study, cook, entertain, and get to know each other better. In addition, the Center coordinates a peer counseling group of foreign students to help new students make a smooth adjustment to the United States.

La Casa

La Casa serves as the center for Alianza, the organization for Puerto Rican, Chicana, and American Indian students. Located in La Casa are a kitchen, offices, and a common room with a library and record collection.

Beit Shalom

Beit Shalom, the religious, cultural, and social center for the Wellesley Jewish community, houses study rooms and kosher kitchen facilities as well as a dining room for Sabbath dinners.

Society Houses

There are three society houses for special interest groups. Each house has kitchen and dining facilities, a living room, and other gathering rooms. Members are drawn from all four classes, beginning with second semester freshmen. Shakespeare House is a center for students interested in Shakespearean drama; Tau Zeta Epsilon House is oriented around art and music; and Zeta Alpha House provides a setting for students with an interest in modern drama.

Green Hall

The offices of the president, the board of admission, the deans, and all administrative offices directly affecting the academic and business management of the College are located in Green Hall. The building has large rooms for Academic Council and trustee meetings, class and seminar rooms, and some faculty offices. Named for Hetty R. Green, the building was erected in 1931.

Infirmary

Simpson Infirmary is a licensed hospital, approved by the American Hospital Association, with an outpatient clinic built in 1942. It is connected to the original infirmary which was built in 1881.

President's House

The President's House, formerly the country estate of Wellesley's founders, Mr. and Mrs. Henry Fowle Durant, is located on a hill just south of the main campus. The spacious lawns border Lake Waban. Remodeled and renovated in 1968, it is frequently the scene of alumnae and trustee gatherings as well as receptions for distinguished visitors, for entering students, and for graduating seniors and their parents.

Wellesley College Club

The Wellesley College Club is a center for faculty, staff, and alumnae. Its reception and dining rooms are open to members, their guests, and parents of students for lunch and dinner and are also used for many special occasions. Overnight accommodations are also available for alumnae and for parents of students and prospective students.

Wellesley College Center for Research on Women

The Center for Research on Women was established in the summer of 1974 by a grant from the Carnegie Corporation and has received support from the Ford Foundation, Time, Inc., and a variety of private foundations, government agencies, corporations, and individuals. The Center conducts policy-oriented studies of women's educational, work, and family needs and examines paid and unpaid work in the context of increasing life choices for both men and women.

Student Life

The fact that each woman in the College has access to every possible role, leadership position, office makes a great difference. It's better than having equal opportunity; it's having every opportunity.

Florence Ladd, Dean of Students

Student Life

Intellectual growth is only part of the realization of one's talents and abilities. Wellesley College offers many opportunities for a student to develop self-confidence, leadership skills, and a sense of social responsibility through participation in student organizations and college governance.

On the Wellesley campus many student groups reflect ethnic, social, political, and religious interests. Among the organizations are Alianza, an association of Chicana, American Indian, and Puerto Rican students; Ethos, an organization of Black students; the Asian Association, composed of Asian and Asian-American students; the Women's Alliance, a group interested in feminist issues; and the Nonresident Council. Religious groups such as the Newman Club, the Wellesley Christian Fellowship, Hillel, the Black Christian Fellowship, Canterbury Club, and Christian Scientists offer many programs throughout the year.

Students are also responsible for a number of publications, among them *Wellesley News*, the weekly student newspaper; *Legenda*, the College yearbook; *Brown Sister*, a student publication for and about Third World women; *New Voice*, a biannual publication devoted to social and political issues; *WRagtime* and the *Galen Stone Review*, literary publications. WZLY, the campus radio station, is operated by an all-student staff.

Sports are a significant part of life at Wellesley. There are ten intercollegiate teams, and numerous opportunities for competition in the intramural program. Other students pursue physical education just for fun, or to stay in shape. Interests range from yoga and fencing to dance and scuba diving. The College has good facilities and Lake Waban, on the campus, is used for water sports and ice skating.

The arts have always been a highly visible part of the Wellesley experience. The College Choir, the Madrigals, the Tupelos, the Collegium Musicum, the Chamber Music Society, the Chapel Choir, the Ethos Choir, the Carillonneurs Guild, and the MIT Orchestra all offer experiences for students with interests in music. Those inclined toward the theatre can choose among the Wellesley College Theatre, the Experimental Theatre, the Shakespeare Society, and the Wellesley College Black Repertory Total Theatrical Experience.

Life at Wellesley also includes a number of traditional social events. Junior Show, Sophomore Parents' Weekend, Spring Weekend, and International Week are supplemented by frequent informal parties.

Schneider Center, which also has a coffee house, conference rooms, and a student-run store, is the location of community activity. Supplementing the facilities and resources of Schneider are Slater International Center, which is the frequent setting for international events and celebrations, and Harambee House, the social and cultural center of the Black community at Wellesley. Harambee sponsors such events as lectures and dance rehearsal performances, many in conjunction with the Black Studies Department. Lectures and cultural programs are presented also by Alianza, the Asian Association, and Hillel as well.

Student Residences and Resources

Although some students live off campus, most live in one of Wellesley's nineteen residence halls. For resident and nonresident students alike, the College provides the counseling, religious, and health services necessary to ensure the spiritual and medical health of the community.

Residence Halls

The residence halls are the focus of much campus life. Each has a character of its own. Much of the informal learning at Wellesley takes place in spontaneous discussions and debates in the residence halls. The diversity of Wellesley's students, who bring to the College differing life styles and cultural backgrounds, contributes much to this process.

The residence hall system at Wellesley is designed to foster a sense of community, with most of the routine administration and program planning left to the individuals who live within the community. Within this principle of student self-government, the halls offer many opportunities for residents to assume leadership positions.

The residence experience is also likely to include lectures, faculty, staff and alumnae Guests in Residence, group discussions, dinners with faculty members, and parties. One tradition, initiated in the early years of the College, is Wednesday Tea—an informal occasion which continues to attract many students.

Each residence hall has a professional Head of House, with the exception of Stone, Davis, Simpson, Homestead, Crawford, Freeman, Pomeroy, Gray and Oakwoods, which are staffed by students. The professional or student Heads of House serve as advisors and counselors to individuals and groups in each residence hall and as a liaison to the College community. A student Resident Advisor is situated on each floor and provides assistance to floor residents.

Students in the larger residence halls elect a House Council which administers the day-to-day details of living. The Vice President of Programming and her committee in each hall plan a variety of social, cultural, and educational events throughout the year. Each residence also elects representatives to the Senate, and these students consult with members of the residence hall on campus-wide issues and convey opinions of their constituencies to the student government.

A residential policy committee reviews many aspects of residential life and is developing ways to involve students in all areas of residential policy making. The Residence Office has been working to strengthen the involvement of faculty, staff, and alumnae in residence hall life.

Most of the residence halls contain single rooms, double rooms, and some suites. Incoming freshmen are placed in double rooms. The cost of all rooms is the same, regardless of whether they are shared, and students are required to sign a residence contract. Each hall has a spacious living room, smaller common rooms, and a study room. All but five have dining facilities, and in the remaining halls, facilities are open on a five-day or seven-day basis. There are limited kitchenette facilities in the halls for preparing snacks or for use when entertaining. Each building is equipped with coin-operated washers and dryers.

The College supplies a bed, desk, chair, lamp, bookcase, and bureau for each resident student. Students may rent linen or supply their own. Students supply blankets, quilts, and their own curtains, pictures, rugs, and posters. They clean their own rooms and contribute two or three hours a week answering the telephones and doing other miscellaneous jobs which are scheduled by the student heads of work.

Nineteen residence halls are grouped in three areas of the campus: Bates, Freeman, McAfee, Gray, Oakwoods, Simpson, Dower, Homestead, Stone, and Davis are near the Route 16 entrance to the campus; Tower Court, Severance, Crawford House, and Claflin are situated off College Road in the center of the campus; and Shafer, Pomeroy, Cazenove, Beebe, and Munger are located by the Route 135 entrance to the College.

The residence halls vary in size. Most house between 115 and 140 students, while one hall houses approximately 250 students. Three halls house less than 25 students.

Counseling and Advising Resources

The offices of the Dean of Students offer a wide range of counseling and advising services for individuals and groups of students.

Counseling is readily available. Many students feel the need to talk with someone other than friends and roommates about personal matters during their college careers, whether their concerns are large or small, affecting their daily life, or a part of sorting out their sense of purpose or direction.

The College Counseling Service, part of the Stone Center for Developmental Services and Studies, provides short-term counseling and psychotherapy. On the staff are professionals who have an interest in individual and group counseling and in preventive mental health. They are trained in a variety of fields including psychiatry, psychology, and psychiatric social work. Long-term psychotherapy is not provided at the College, but the resources for such treatment are readily available in the Greater Boston area. The counseling service can help students locate appropriate long-term therapists. *Complete professional confidentiality is maintained at all times.*

Members of the staff of the Dean of Students are available to discuss personal and academic concerns with students. They include the Residence Office staff, Heads of House and student staff in residence halls, the Nonresident Advisor, the student activities staff in Schneider College Center, Harambee House, Slater International Center, and the Chaplain and religious groups advisors.

Religious Resources

Wellesley seeks to respond sensitively to a variety of religious traditions. The College encourages independent religious involvement on the part of its students.

The College Chaplaincy offers diverse religious, personal growth, and social action programs as well as service opportunities. The

Chaplain and other members of the Chaplaincy staff are regularly available for religious and personal counseling.

The Chaplain also officiates at regular Sunday morning worship, an ecumenically oriented Protestant service in Houghton Memorial Chapel with guest preachers invited once a month.

Catholic masses are offered on campus on Sundays, as well as a number of other programs sponsored by the Newman Catholic Ministry.

Jewish students will find a varied program including high holiday services and a kosher meal plan.

Attendance at all worship services is open and voluntary. Many activities are also sponsored by other religious groups on campus.

College Health Service

The services of the College physicians, counselors, and nurses are available at Simpson Infirmary which includes a licensed hospital and an outpatient clinic. Regular full-time students and part-time Continuing Education students who carry three or more courses are eligible for care. There is no health fee. Appropriate charges are made for inpatient care (medical, surgical, or psychiatric). These services are usually covered by insurance. There are no charges for outpatient treatment except laboratory studies, elective examinations or procedures, immunizations and treatment of pre-existing or ongoing conditions. A College-sponsored student insurance plan is available. Consultation with specialists in all fields is readily available both locally and in Boston. Financial responsibility for these consultations rests with the student, parents, or their health insurers.

Besides the usual care given by College Health Services, members of the staff establish programs to expand the use of the health services and arrange special programs in response to student interests.

The confidentiality of the doctor-patient relationship is carefully preserved. *College medical personnel will not share any medical information concerning a student with any College authorities, or with the parents of students, without the written consent of the student.* It may be necessary to disclose minimal information to insurance companies for verification of medical claims. Students are required to enroll in the College Student Health Insurance Plan unless they have equivalent coverage.

Parents are requested to sign a statement authorizing the College to proceed with appropriate treatment in the case of serious illness or emergency in the event they cannot be reached by telephone.

Student Government

Throughout its history the College has based its policies regarding student life upon the concepts of personal integrity, respect for individual rights, and student self-government. The rules and procedures governing student life reflect these concepts, and are designed chiefly to ensure the privacy and safety of individuals. Legislation concerning all aspects of Wellesley community life is contained in the *Articles of Government*, copies of which are available to all students.

Honor Code

Inherent in Wellesley's system of democratic government, and its accompanying law, is the honor code. As the vital foundation of government, the honor code rests on the assumption that individual integrity is of fundamental value to each member of the community. Within the philosophy of self-government, the personal honor and responsibility of each individual as he or she approaches both the regulated and nonregulated areas of academic, social, and residence hall life in the Wellesley community are of central importance.

The honor code covers all duly adopted rules of the College for the government of academic work, for the use of college resources and for the special conduct of its members. Each student—degree candidate, exchange student, and special student—is bound by all the rules.

Each student is expected to live up to the honor code, as a member of the student body of Wellesley College both on and off the campus. She should remember that she is subject to federal, state, and local laws which are beyond the jurisdiction of Wellesley College.

The honor code can work only with full support among all members of the College community. In addition to upholding the regulations and spirit of the honor code personally, both students and faculty are responsible for the success of the system. This includes guarding against and, if necessary, reporting any inadvertent or intentional abuses of the honor code by any member of the community.

College Government

Most of the legislation and regulations guiding student life is enacted and administered by the student College Government, of which all students are members. Responsibilities delegated by the Board of Trustees to the College Government include governance of all student organizations, appointment of students to College committees, allocation of student activities monies, and administration of the Honor Code and judicial process. Many of these responsibilities are assumed by Senate, the elected legislative body of College Government, which also provides the official representative voice of the student body.

Serious violations of the Honor Code are adjudicated through the student Judicial System. Three separate branches of the Judicial System address infractions of residence hall violations, violations of academic principles, and the appeal process.

Confidentiality of Student Records

Maintenance of the confidentiality of individual student educational records has been and continues to be important at Wellesley, as is a concern for the accuracy of each record. Under the provisions of the federal Family Educational Rights and Privacy Act of 1974, every Wellesley student is assured the right to inspect and review all college records, files, and data directly related to her, with certain exceptions such as medical and psychiatric records, confidential recommendations submitted before January 1, 1975, records to which the student has waived her right of access, and financial records of the student's parents. The student may also seek a correction or deletion where a record is felt to be inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. The Privacy Act also protects the privacy of personally identifiable information maintained in student records by prohibiting the release of such information (other than those facts defined below as "Directory Information") without the written consent of the student, except to persons such as officials or teachers within the College who have a legitimate educational interest in seeing the information, officials of other institutions in which the student seeks to enroll, the student's parents if the student is a dependent for tax purposes, and certain other persons and organizations.

The final regulations for the Act make clear that, in the case of students who are dependents of their parents for Internal Revenue Service purposes, information from the education records of the student may be disclosed to the parents without the student's prior consent. It will be assumed that every student is a dependent of her parents, as defined by the Internal Revenue Code, unless notification to the contrary with supporting evidence satisfactory to the College is filed in writing with the Registrar by October 1 of each academic year.

Copies of the Privacy Act, the regulations therein and the "Wellesley College Guidelines on Student Records" are available on request from the Office of the Dean of Students. Students wishing to inspect a record should apply directly to the office involved. Complaints concerning alleged noncompliance by the College with the Privacy Act, which are not satisfactorily resolved by the College itself, may be addressed in writing to the Family Educational Rights and Privacy Act Office, Department of Education, 550 Independence Avenue, S.W., Washington, D.C. 20201.

Directory Information

The Privacy Act gives to Wellesley the right to make public at its discretion, without prior authorization from the individual student, the following personally identifiable information: name; class year; home address and telephone number; college address and telephone number; major field; date and place of birth; dates of attendance at Wellesley College; degrees, honors and awards received; weight and height of student athletes; participation in officially recognized sports and activities; previous educational institution most recently attended.

The Privacy Act also allows individual students to place limitations on the release of any of the above information. A student who wishes to do this must file a special form with the Registrar, Green Hall, each year by July 1 for the following academic year.

In practice, College policies discourage the indiscriminate release of any information about individual students. College directories and lists are for use within the College community itself.

Career Services

The Center for Women's Careers provides a complete range of services, and students are encouraged to maintain contact with the Office throughout their time at Wellesley. All services are available to alumnae.

The Resource Center, open Monday through Friday, 10:00 a.m. to 4:30 p.m., houses information on specific professions and career options, graduate and professional study, entrance examination requirements, and opportunities for work and study abroad.

The Center for Women's Careers maintains a file of alumnae who are willing to talk to students about their graduate study and/or career experience. The Center also sponsors a wide variety of programs that bring alumnae back to the campus to discuss their personal and professional working lives.

Counseling

During the school year, there is a counselor available in the front office each day to answer career-related questions on a drop-in basis. Group and individual counseling sessions are also offered. The Center gives workshops on career goal setting, resume writing, and applying to graduate and professional schools. These workshops take a variety of forms, from simple discussion to role playing and group critique. Vocational interest inventories are also available.

Recruiting

The Center for Women's Careers arranges interviews with recruiters from over 50 companies. Students are notified of impending visits by postings in the Center, in the *Weekly Bulletin* and in the *Career Planning News*, and are advised to consult with a career counselor prior to the interview.

Job Notices

Job notebooks are maintained by the Center staff and are open to all students and alumnae. Notices of job openings are filed in these notebooks as they are received by the Center. A job bulletin newsletter is sent to alumnae upon request.

Graduate Schools

Students seeking information on the academic programs at specific graduate and professional schools should speak with their academic advisors and members of the faculty as well as career counselors. The Center for Women's Careers provides complete assistance and materials for application to graduate school, including graduate school and professional school examinations, application forms, copies of recommendations solicited by the students but maintained on file at the Center, and advice on completing graduate school applications.

Internships

The Center for Women's Careers is the clearinghouse for information concerning all internships and can direct students to the appropriate faculty members for those programs administered by college academic departments. All internships require early application and considerable planning; students interested in internships should consult a counselor well in advance.

Scholarships and Fellowships

The Center provides information and assistance on a wide variety of scholarships and fellowships, some for very specific institutions or fields of interest, and others with more general application. A full listing and description of scholarships and fellowships is maintained in the Resource Center.

Recommendations

All students are encouraged to build a reference file; all references will be forwarded to schools and employers upon request. In addition to recommendations from faculty, students should consider obtaining references from summer employers, from responsible individuals with whom the student has worked on internships or special programs, and from faculty members at schools she attends on exchange programs. The Center provides standard recommendation forms acceptable to graduate schools and employers unless forms are provided in application materials.

Admission

Before coming to Wellesley I had never been outside Arkansas for more than a week at a time. I decided to come here because I wanted a liberal arts degree and I wanted to live in a new region. At first I was afraid that everyone would be too yankee but what I found was an incredible variety of people from all sorts of backgrounds, from all over the United States and from many parts of the world.

Becky Buffalo '85

Admission

The Board of Admission chooses students who will benefit from and contribute to the type of education offered at Wellesley and be able to meet the standards for graduation from the College. Consideration is given to creativity and high motivation as well as strong academic potential.

The Board of Admission considers each application on its merits and does not discriminate on the basis of race, religion, color, creed, or national origin. In accordance with its desire to maintain diversity in its student body, Wellesley College encourages applications from qualified students who come from a wide variety of cultural, economic, and ethnic backgrounds.

The Board of Admission at Wellesley is composed of representatives of the faculty, the administration, and the students. In selecting the candidates who will comprise the student body, the Board of Admission considers a number of factors: high school records, rank in class, scholastic aptitude and achievement test scores, letters of recommendation from teachers and principals, the student's own statements about herself and her activities, and the interview reports of the staff or alumnae. The Board of Admission values evidence of unusual talent and involvement in all areas of academic and social concern.

Each application is evaluated with care. The admission decision is never made on the basis of a single factor. For instance, the Board recognizes that standardized tests do not measure motivation or creativity and that scores may be influenced by the student's experience with timed examinations. Each part of the application, however, contributes to a well rounded appraisal of a student's strengths and is useful in attempting to predict whether Wellesley would be the right place for her to continue her education.

Criteria for Admission

General Requirements for Freshman Applicants

Wellesley College does not require a fixed plan of secondary school courses as preparation for its program of studies. However, entering students normally have completed four years of strong college preparatory studies in secondary school. Adequate preparation includes training in clear and coherent writing and in interpreting literature, training in the principles of mathematics (usually a minimum of three years), competence in at least one foreign language, ancient or modern (usually achieved through three or four years of study), and experience in at least one laboratory science and in history.

Students planning to concentrate in mathematics, in premedical studies, or in the natural sciences are urged to elect additional courses in mathematics and science in secondary school. Students planning to concentrate in language or literature are urged to study a modern foreign language and Latin or Greek before they enter college.

There are often exceptions to the preparation suggested here, and the Board will consider an applicant whose educational background varies from this general description.

The Application

Application forms may be obtained from the Board of Admission. A nonrefundable fee of $25 must accompany the formal application. If the application fee imposes a burden on the family's finances, a letter from the applicant's guidance counselor requesting a fee waiver should be sent to the Director of Admission with the application for admission.

The Interview

A personal interview is required of each applicant. If it is not possible for a candidate to come to the College for an interview, she should write to the Board of Admission for the name of an alumna interviewer in the candidate's local area. A high school junior just beginning to think about colleges may arrange for an informal conversation with an alumna or member of the Board. The Board of Admission is closed for interviews from February 15 to April 1; however, tours will still be given by student guides during this time.

Campus Visit

Students who are seriously considering Wellesley will have a better understanding of student life at Wellesley if they can arrange to spend a day on campus. Candidates are welcome to attend classes, eat in the residence halls, and talk informally with Wellesley students. Prospective students who plan to spend some time exploring the College are urged to notify the Board of Admission in advance so that tours, interviews,

meals, and attendance at classes can be arranged before arrival on campus. Overnights in the residence halls can also be arranged for high school seniors.

College Entrance Examination Board Tests

The Scholastic Aptitude Test and three Achievement Tests of the College Entrance Examination Board (CEEB) are required of all applicants for admission. One Achievement Test must be the English Composition or English Composition with Essay Test.

Each applicant is responsible for arranging to take the tests and for requesting CEEB to send to Wellesley College the results of all tests taken. CEEB sends its publications and the registration forms necessary to apply for the tests to all American secondary schools and many centers abroad. The applicant may obtain the registration form at school, or may obtain it by writing directly to CEEB, Box 692, Princeton, New Jersey 08540; or in western United States, western Canada, Australia, Mexico, or the Pacific Islands, to CEEB, Box 1025, Berkeley, California 94701.

It is necessary to register with CEEB approximately six weeks before the test dates; however, limited walk-in registration may be available at some test centers.

Either the SAT or three Achievement Tests may be taken on any of the following dates, but it is not possible to take both the SAT and the Achievement Tests on the same day, so students must select and register for two different test dates. The latest test date from which scores can be used for admission in September, 1983 is January 22, 1983.

The CEEB Code Number for Wellesley College is 3957.

Dates of CEEB Tests

*November 6, 1982
December 4, 1982
*January 22, 1983
**March 19, 1983 (SAT only)
May 7, 1983
June 4, 1983

**In New York: ACH only*
***Not held in New York*

In addition, on October 16, 1982 the SAT only is offered in California, Florida, Georgia, New York, North Carolina and Texas. The English Composition with Essay Test is offered only on the December 4, 1982 test date.

Admission Plans

Students may apply to Wellesley under several admission plans. Most applicants use the Regular Decision or Early Evaluation plans, but for students with special considerations or with particularly strong high school records there are plans for early decision and early admission. Each plan has specific guidelines and deadlines.

Regular Decision

A candidate who uses the regular plan of admission must file an application by February 1 of the year for which she is applying. Applicants will be notified of the Board of Admission's decisions in mid-April. Applicants for regular admission may take Scholastic Aptitude Tests and Achievement Tests any time through January of the senior year. It is preferred, however, that students take these tests before the January test date to insure that scores will arrive well before the Board of Admission begins to review records.

Results of tests taken after January arrive too late for consideration by the Board of Admission.

Early Decision

This plan is intended for those students with strong high school records who have selected Wellesley as their first choice college by the fall of the senior year. Candidates under this plan may initiate applications at other colleges, but they agree to make only one Early Decision application, and if admitted under Early Decision, they must then withdraw all other applications.

Candidates who wish Early Decision must submit Part I of the application by November 1 and indicate that they want to be considered under the Early Decision Plan. Although CEEB tests taken through the November 6, 1982 test date may be used, it is preferred that students complete the appropriate tests by the end of the junior year. All supporting credentials and an interview must be completed by November 15. Decisions on admission and financial aid will be mailed no later than mid-December.

Early Evaluation

Candidates whose credentials are complete by January 1, and **who request it** by checking the appropriate box of the application form, will receive an Early Evaluation of their chances of admission. These evaluations will be sent by the end of February. Candidates will receive the final decision from the Board of Admission in mid-April.

Early Admission

The College considers applications from candidates who plan to complete only three years of high school and who have demonstrated academic strength and personal and social maturity. These candidates are considered for admission along with other applicants for the Regular Decision Plan. They are requested to identify themselves as Early Admission applicants in their correspondence with the Board of Admission. It is preferable that these candidates have their interviews at the College if distance permits. Early Admission candidates are not eligible for Early Decision or Early Evaluation. In all other respects they follow the regular procedures for the Regular Decision Plan.

Deferred Entrance

Application for admission is made for a stated year; however, it is possible to change the intended date of entrance if a written request is sent before the Board of Admission takes formal action on the application. Students who complete their applications and are admitted and who then wish to defer entrance to the freshman class for one year should accept the offer of admission by May 1, and at the same time request a year's deferral. Students who attend another American college full-time during the year between high school and their entrance to Wellesley are not considered deferred students, but must reapply for entrance as transfers. Ordinarily, transfer students may not defer entrance to the following semester or year.

United States Citizens Living Abroad

For U.S. citizens living in other countries the entrance requirements and procedures for making application are the same as for applicants within the United States. U.S. citizens who have been educated exclusively in foreign school systems follow the same application procedures as foreign students.

Foreign and Transfer Students

Through the years Wellesley has sought and benefited from a large body of foreign students on campus. The College also seeks highly qualified transfer students who believe that Wellesley's special opportunities will help them to achieve specific goals. For foreign and transfer students there are some additional and different application procedures and deadlines.

Foreign Students

The College welcomes applications from citizens of other countries who have excellent secondary school records and are completing the university entrance requirements of their own countries. It is possible to receive advance credit toward the Wellesley degree through successful results in national matriculation examinations. Foreign students must apply by January 15 of the year in which the student plans to enter the College. Admission is for September entrance only. There is no application fee for foreign students living outside of the United States. Foreign students cannot apply under Early Decision, Early Evaluation, or Early Admission. Specific instructions for foreign students wishing to apply to Wellesley are contained in the brochure, *For Foreign Students*, which may be obtained by writing to the Board of Admission. Letters of inquiry should include the student's age, country of citizenship, present school, and academic level.

Admission of Transfer Students

Wellesley College accepts transfer students from accredited four and two year colleges. They must offer an excellent academic record at the college level and strong recommendations from their deans and instructors. Scholastic Aptitude Tests are required of Transfer applicants. Incoming sophomores and juniors are eligible to apply for entrance in either the first or second semester. Transfers in the middle of the freshman year are discouraged. Students wishing to transfer into Wellesley should make application by February 1 for entrance in the fall semester, and before November 15 for entrance in the spring semester, on forms which may be obtained from the Board of Admission. Notification is in mid-April and late December, respectively. The preliminary application forms should be returned

with a nonrefundable registration fee of $25, or a fee waiver request authorized by a financial aid officer or college dean; the rest of the application forms will be sent upon receipt of these items.

The College will accept for credit only those courses which are comparable to courses offered in the liberal arts curriculum at Wellesley. Candidates accepted for transfer will be given a tentative evaluation of their credit status at the time of admission. Transfer credit for studies completed in foreign countries will be granted only when the Registrar has given specific approval of the courses elected and the institutions granting the credit.

To receive a Wellesley degree, a transfer student must complete a minimum of 16 units of work and two academic years at the College. A Wellesley unit is equivalent to four semester hours and some transfer students may need to carry more than the usual four courses per semester in order to complete their degree requirements within four years. Wellesley College has no summer school and courses done independently during the summer may not be counted toward the 16 units required. Incoming juniors, in particular, should be aware that Wellesley requires evidence of proficiency in one foreign language before the beginning of the senior year. In addition, all transfer students should note Wellesley's course distribution requirements which must be fulfilled for graduation. These requirements are described on p. 34 of this catalog.

Incoming junior transfer students may not take part in the Twelve College Exchange Program or Junior Year Abroad. All transfer students may elect to take courses through the cross registration program with MIT after they have completed one semester of study at Wellesley. Candidates who are older than the usual undergraduate age and whose educations have been interrupted for several years prior to the date of application, may wish to consult the Office of Continuing Education.

SUMMARY OF STUDENTS, 1981-82	**Resident**	**Non-resident**	**Class Totals**	**Totals**
Candidates for the B.A. degree				2,147
Seniors	465	47	512	
Juniors	409	25	434	
Sophomores	497	13	510	
Freshmen	581	3	584	
Continuing Education Students		107	107	
Nondegree Candidates	20	2		22
Special Students	2	49		51
Total Registration September 1981				**2,220**

GEOGRAPHIC DISTRIBUTION OF STUDENTS IN 1981-82

Students From the United States and Outlying Areas

Alabama	5
Alaska	1
Arizona	13
Arkansas	3
California	111
Colorado	20
Connecticut	120
Delaware	5
District of Columbia	22
Florida	56
Georgia	16
Hawaii	13
Idaho	1
Illinois	55
Indiana	14
Iowa	3
Kansas	12
Kentucky	15
Louisiana	8
Maine	28
Maryland	78
Massachusetts	546
Michigan	22
Minnesota	16
Mississippi	1
Missouri	15
Montana	5
Nebraska	5
New Hampshire	30
New Jersey	145
New Mexico	6
New York	270
North Carolina	17
Ohio	53
Oklahoma	3
Oregon	6
Pennsylvania	84
Rhode Island	12
South Carolina	3
South Dakota	1
Tennessee	4
Texas	42
Utah	1
Vermont	15
Virginia	38
Washington	30
West Virginia	5
Wisconsin	15
Wyoming	2
Puerto Rico	12
Total	**2,003**

Students from Other Countries

	Foreign Citizens	U.S. Citizens Living Abroad
Argentina	1	
Australia	1	
Austria	1	
Bangladesh	2	
Belgium	1	2
Cambodia	1	
Canada	6	6
Chile	1	
China, People's Rep. of	10	1
Colombia	5	
Costa Rica	2	
Cyprus	1	
Dominican Republic	2	
Egypt		1
England	8	4
Equador	1	
Ethiopia	3	
Finland	1	
France	5	3
Ghana	1	
Greece	5	
Guatemala	2	
Guyana	2	
Haiti	2	
Hong Kong	9	2
India	8	
Iran	5	
Israel	2	
Italy	2	
Jamaica	4	
Japan	10	
Korea	23	
Lebanon	2	
Malaysia	2	
Mauritius	1	
Mexico	1	1
Nepal	1	
Netherlands		1
New Zealand	1	
Nicaragua	3	
Norway	1	1
Pakistan	2	
Panama	2	2
Peru	4	1
Philippines	6	1
Poland	1	
Portugal	1	
South Africa	2	
Spain	5	1
Sweden	3	
Switzerland		4
Taiwan	5	
Thailand	1	
Turkey	1	
Uganda	1	
Venezuela	3	1
Vietnam	4	
West Germany	3	1
Zambia	1	
Total	**184**	**33**

Costs & Financial Aid

When I've put energy into making Wellesley a good place for me, I've always gotten success in return. I've been happiest here when I've been happy with myself. The resources to find self-satisfaction are here. It is competitive, but success should be a personal measure, and I believe Wellesley has given me the skills and the confidence with which to succeed.

Hilary Pierce '82

Costs

The cost of an excellent education is high, both at Wellesley and other comparable institutions. To assist students and their families in meeting these costs, Wellesley offers a variety of payment plans. At the same time through financial aid the College is currently able to make its educational opportunities open to all its regular U.S. students regardless of their financial circumstances. The amount and kind of financial assistance is determined solely by financial need. At present, there is only limited financial aid available to Continuing Education students and foreign students.

Fees and Expenses

At Wellesley the fee represents approximately 60% of the educational cost to the College for each student. In past years the difference has been made up from gifts and income earned on endowment funds.

Annual Fee

The fee for the academic year 1982-83 is $10,890. In addition, there is a student activity fee of $80 and a fee of $180 for the student health insurance program. The breakdown is as follows:

	Resident	Nonresident
Tuition	$ 7,430	$7,430
Room	1,640	
Board	1,820	
Student activity fee	80	80
Student Health Insurance Program	180	180
	$11,150	$7,690

In addition to the fees payable to the College, a student should count on approximately $800 for books, supplies, and personal expenses. Some students spend more and some spend less.

Student Activity Fee

The purpose of the student activity fee of $80 is to provide resources from which the student government organization can plan and implement the programs of student activities sponsored by various clubs and organizations on campus. Of this fee, $10 is allocated for the payment of the student's annual subscription for *The Wellesley News*.

Reservation Fee

A fee of $250 reserves a place in the College for the student. It is due February 1 for Early Decision students and May 1 for all other entering students, and annually on June 1 for returning students. It is included in the annual fee of $10,890.

General Deposit

A general deposit of $100 is paid by each entering student. The deposit is refunded after graduation or withdrawal and after deducting any unpaid special charges.

Room Retainer Fee

Returning resident students must submit $200 to the bursar by March 1 to reserve a room for the following year. This $200 fee is applied against room and board charges for the following year. A student who is on leave the first semester and wishes to have a room reserved for the second semester must submit $200 to the Bursar by November 1. The fee will be applied against room and board charges for the second semester.

Special Fees and Expenses

These include, but are not limited to, the following:

Certain special fees and expenses listed in departmental descriptions, e.g., the cost of instrumental and vocal lessons given on p. 131.

A fee for each unit of work taken for credit in excess of five in any semester: $929.

A fee for each unit of work done independently during the summer: 50% of the tuition cost per course.

A fee for each examination for credit during the summer: 50% of the tuition cost per course.

An automobile parking fee per semester: $30 for each semester, or $50 for the year if purchased in September.

All fees, with the exception of tuition, room, board and activity fees, are subject to change without notice.

Payment for Students on Financial Aid

Except for the reservation fee, grants and loans are usually applied equally by semester against all tuition, and room and board payments for the year. The remaining financial obligation must be paid in accordance with one of the approved

plans. Students on financial aid who have difficulty meeting the scheduled payments outlined above should consult the financial aid office.

Student Health Program

Information concerning student medical insurance is sent to all parents by the Bursar. Because of the high cost of medical care, parents are required to subscribe to the Wellesley College Student Health Plan or to provide equivalent coverage, especially since Wellesley College does not assume financial responsibility for injuries incurred in instructional, intercollegiate, intramural, or recreational programs under the auspices of the Department of Physical Education and Athletics. Full-time Continuing Education students are also required to have coverage if they plan to use the College Health Service. Continuing Education students carrying less than three courses per semester are not eligible for infirmary care or insurance.

The insurance is charged at $90 per semester, and provides coverage for the period September 1 through August 31. Students subscribing to the Wellesley College Student Health Program will not be billed for services at Simpson Infirmary.

Students entering Wellesley College at the beginning of the second semester—transfers, Twelve College Exchange students—and students who are ineligible for their parents' insurance due to age requirements are eligible for enrollment for the second half of the year.

Parent Loan Plan

Wellesley offers a Parent Loan Plan to enable parents whose combined income is not more than $75,000 annually to extend the payment period for college education expenses beyond four years. Wellesley provides funds for loans at an interest rate lower than is generally available commercially. The current rate is 12%. Monthly payments begin at the time a student enrolls and extend over a period of six to eight years. Details can be obtained from the Office of the Vice President for Financial and Business Affairs.

Refund Policy

Refunds of prepaid tuition, reservation, and other fees, and room and board charges will be allowed for withdrawal or leave of absence prior to the midpoint of the semester. In computing refunds, such prepayment will be prorated on a weekly basis, except that $100 will be withheld to cover administrative costs in any case. No refunds will be made for withdrawal or leave of absence after the semester mid-point. The date of withdrawal shall be the date on which the student notifies the Registrar of withdrawal in writing, or the date on which the College determines that the student has withdrawn, whichever is earlier. Admissions candidates must notify the Director of Admission of withdrawal. Refunds will be made within 40 days after withdrawal and will be prorated among the sources of original prepayment. Wellesley College grants are not subject to refund to the student.

Continuing Education Fees

The basic fee for a Continuing Education student is $929 per semester course, payable August 1 for the fall semester and January 15 for the spring semester. Continuing Education students taking four units of academic credit a semester may take a fifth unit at no charge. A $10 student activity fee will also be charged on a per unit basis with a maximum of $40 per semester. Continuing Education applicants pay the nonrefundable $25 application fee as do all other students. There is also a nonrefundable registration fee of $25, payable when the student is accepted.

A Continuing Education student who finds it necessary to withdraw from a course is entitled to tuition refunds as follows: a full refund of prepaid tuition charges and student activity fee will be allowed for withdrawal from courses during the first two weeks of classes. Thereafter, refunds will be prorated on a weekly basis until the midpoint of the semester. No refunds will be made for withdrawal after the semester midpoint. The date of withdrawal shall be the date on which the student notifies the Office of Continuing Education of withdrawal in writing, or the date on which the College determines that the student has withdrawn, whichever is earlier. Refunds will be made within 40 days after withdrawal and will be prorated among the sources of original prepayment. Wellesley College grants are not subject to refund to the student.

Payment Plans

It is necessary that *all* fees be paid in accordance with the specified plans before the student can begin or continue attendance, and all financial obligations to the College must be discharged before the degree is awarded. Degrees and official manuscripts will be held until all financial obligations are satisfied. Detailed descriptions of plans are sent by the bursar to the parents of entering students and to others on request. Although there are minor variations in the payment plans for Regular Decision and Early Decision students, the final due dates for each group are the same.

The ten-payment plan is available *only* for a complete academic year.

Payment Plans

SEMESTER PLAN*

	Resident Amount	Nonresident Amount	Early Decision Due	Regular Decision Due	Returning Students Due
Reservation fee	$ 250	$ 250	Feb. 1	May 1	June 1
General deposit for entering students	100	100	Feb. 1	May 1	
Room retainer fee for returning students	200				March 1
First semester fee for entering students	5,325*	3,595*	Aug. 1	Aug. 1	
First semester fee for returning students	5,125*	3,595*			Aug. 1
Second semester fee	5,575	3,845	Jan. 15	Jan. 15	Jan. 15

TEN-PAYMENT PLAN* (For full year only)

	Resident Amount	Nonresident Amount	Early Decision Due	Regular Decision Due	Returning Students Due
Reservation fee	$ 250	$ 250	Feb. 1	May 1	June 1
General deposit for entering students	100	100	Feb. 1	May 1	
Room retainer fee for returning students	200				March 1
Ten equal payments on the first day of each month for entering students	10,900*	7,440*	July 1 through Apr. 1	July 1 through Apr. 1	
Ten equal payments on the first day of each month for returning students	10,700*	7,440*			July 1 through Apr. 1

**Amount will be adjusted if Health Insurance Program is waived.*

The Ten-Payment Plan will also be charged interest at an **annual percentage rate of 8%.** Examples of the interest charge are as follows:

Amount to be Financed	Interest Charge	Annual Percentage Rate
$10,950	$405.15	8%
6,000	222.00	8%
4,000	148.00	8%
2,000	74.00	8%

Financial Aid

The Wellesley College program of financial aid opens educational opportunities to able students of diverse backgrounds, regardless of their financial resources. No entering freshman student should be discouraged from applying to Wellesley because of the need for financial aid. At Wellesley, admission decisions are made without regard for financial need, and only after a student is admitted does the Financial Aid staff determine the amount of aid she will require. Approximately 75% of all Wellesley students receive aid from some source, 42% receive financial aid based on need from the College.

At Wellesley College financial aid is given solely because of demonstrated need. Amounts vary in size according to the resources of the individual and her family, and may equal or exceed the comprehensive College fee. Although aid is generally granted for one year at a time, the College expects to continue aid as needed throughout the student's four years provided funds are available.

Determination of the amount of aid begins with examination of family financial resources. Using a nationally standardized system, the Financial Aid staff establishes the amount the parents can reasonably be expected to contribute. The staff next looks at the amount the student herself—with summer earnings and a portion of accumulated savings and benefits—can contribute. The total of the parents' and the student's contributions is then subtracted from the student's budget which is comprised of the College fees, an $800 book and personal allowance, and two low-cost round trips from her home state to Massachusetts. The remainder, which equals the "financial need" of the student, is awarded as aid.

Most financial aid packages are a combination of three types of aid: work, loans, and grants.

Loans

The first portion of a student's financial aid, approximately $1,900, is met through low-cost loans. There are several kinds of loans available with different interest rates. In most cases a student is required first to apply for a Student Guaranteed Loan from a lending institution in her local area; the federal government allows colleges to be only the lender of last resort.

Repayment of Loans from the College

A student who has received a loan from the College has the obligation to repay the loan after withdrawal or graduation. Before she leaves the College she should make arrangements for an exit interview with the Bursar. At that time she will be notified of her responsibilities regarding the loan and will be given a repayment schedule.

Work

The next portion of aid is met through jobs on and off campus, generally as part of federal Work-Study programs. Students are expected to devote no more than six hours a week to their jobs, earning approximately $700 a year.

Over 70% of Wellesley College students work on or off campus. The Office of Financial Aid is the clearinghouse for student employment, a service open to all students, whether they are receiving aid or not. Financial aid students receive priority for on-campus jobs such as office work in academic and administrative departments. Off campus, students have worked in offices, stores, and restaurants.

Grants

Whatever portion of the student budget remains is awarded in grants, either by the College from its own resources or from the federal government through the Federal Supplementary Educational Opportunity Grants Program.

Students who are eligible for other federal or state grants are required to apply; if the student does not apply, the College reduces her grant by the amount she would have received. In addition, whenever possible, students should seek grants from local programs, from educational foundations, and from other private sources.

Town Tuition Grants

Wellesley College offers ten Town Tuition Grants to residents of the Town of Wellesley who qualify for admission and whose parents or guardian live in the town. These students may live at home

or on campus. Those who choose to live on campus may apply to the College for financial aid, and their applications will be reviewed in light of the same financial aid considerations presently applicable to all Wellesley students.

Financial Aid for Transfers and Continuing Education Students

Financial aid funds are available to assist a limited number of Transfer and Continuing Education students. Those students with demonstrated need will be eligible to receive aid for the number of semesters determined by the Registrar as necessary for degree completion. If a transfer student does not receive a grant upon admission to the College, she will not qualify for a grant while she is at the College. It is possible, however, that she may receive work study or loans.

Assistance for Families Not Eligible for Aid

Wellesley has special concern for the growing number of middle and upper income families who find it difficult to finance their daughters' education through current income. The services of the Office of Financial Aid are designed to assist all families, regardless of the need for aid.

For those families not eligible for aid, the College will assist in several ways. First, Wellesley will help any student find a job, on or off campus. Second, the College will furnish information and advice on obtaining a Student Guaranteed Loan (every state in the country has such a program) or a Parent Loan for Undergraduate Students (P.L.U.S., also called A.L.A.S. in some states). Third, two new payment programs, the Insured Tuition Payment Plan, a monthly prepayment plan, and the Parent Loan Plan, in which the parents, not the students, obtain loans, are being offered by the College.

For Further Information

Detailed information on all the material summarized here is available in a booklet entitled *Financial Aid at Wellesley*. This booklet is sent to every student who requests this information.

Applying for Financial Aid

Each registered applicant for admission who is applying for financial aid must file three forms: the Wellesley College Application for Financial Aid, the Financial Aid Form of the College Scholarship Service, and a certified copy of the latest federal income tax return.

Application Form

The Wellesley College Application for Financial Aid should be returned to the Director of Financial Aid, Box FA, Wellesley College, by November 1 from Early Decision applicants; February 1 from Regular Decision applicants and fall semester transfer applicants; and November 15 from spring semester transfer applicants.

Financial Aid Form

This form is available in the secondary schools, or may be obtained by writing to the College Scholarship Service, Box 176, Princeton, New Jersey 08540; or Box 1025, Berkeley, California 94701. A copy can also be provided by the Director of Financial Aid if specifically requested by an applicant. The Financial Aid Form should be filed with the College Scholarship Service which will then forward a copy for confidential use to the college or colleges indicated on the form.

The Financial Aid Form must be filed by February 1 from Regular Decision applicants; February 1 from fall semester transfer applicants; and November 15 from spring semester transfer applicants. From Early Decision applicants, a special financial aid form, the Family Confidential Statement, available from the Financial Aid Office must be filed by November 15; Early Decision applicants should also file the 1983-84 Financial Aid Form of the College Scholarship Service by February 1.

Federal Income Tax Return

If a student is admitted and enrolls at Wellesley College, parents are required to submit a certified copy of their latest federal income tax return. The certified copy is forwarded directly to the College by the District IRS Office at the request of the parent on a form provided by the Financial Aid Office. Financial aid awards are not final until the IRS form is submitted.

Graduate Fellowships

A number of fellowships for graduate study are open to graduating seniors and alumnae of Wellesley College, while others administered by Wellesley are open to women graduates of any American institution. Awards are usually made to applicants who plan full-time graduate study for the coming year. Preference in all cases, except for the Peggy Howard Fellowship, will be given to applicants who have not held one of these awards previously.

For Graduates and Undergraduates of Wellesley College

Fellowships open to Wellesley College alumnae and graduating seniors are listed below.

Anne Louise Barrett Fellowship, preferably in music and primarily for study or research in musical theory, composition, or in the history of music; abroad or in the United States.
Stipend: $3,000

Margaret Freeman Bowers Fellowship for a first year of study in the fields of social work, law, or public policy/public administration. Also eligible are MBA candidates with plans for a career in the field of social services. Preference will be given to candidates demonstrating financial need.
Stipend: $1,000

Professor Elizabeth F. Fisher Fellowship for research or further study in geology or geography, including urban, environmental or ecological studies. Preference given to geology and geography.
Stipend: $500-$1,000

Horton-Hallowell Fellowship for graduate study in any field, preferably in the last two years of candidacy for the Ph.D. degree, or its equivalent, or for private research of equivalent standard.
Stipend: $4,000

Peggy Howard Fellowship in Economics, to provide financial aid for Wellesley students or alumnae continuing their study of economics. Administered by the economics faculty who may name one or two recipients depending on the income available.

Edna V. Moffett Fellowship for a young alumna, preferably for a first year of graduate study in history.
Stipend: $1,500-$2,500

Vida Dutton Scudder Fellowship for graduate study in the field of social science, political science, or literature.
Stipend: $2,000

Sarah Perry Wood Medical Fellowship for the study of medicine. Nonrenewable.
Stipend: $6,000

Trustee Scholarships are awarded on a competitive basis to seniors who intend to pursue graduate studies. These scholarships are unrestricted as to field of study. The title Trustee Scholar is honorary and in cases of financial need stipends may be awarded to the scholars or, if not needed by them, to alternates who need financial assistance. All applications and credentials are due by December 1. Recipients share the total annual stipend.
Stipend: $6,000

Fanny Bullock Workman Fellowship for graduate study in any field.
Stipend: $3,000

Mary Elvira Stevens Traveling Fellowship for travel or study outside the United States. Any scholarly, artistic, or cultural purpose may be considered. Candidates must be at least 25 years of age on September 1 of the year in which the fellowship is first held. Applications must be filed with the Secretary to the Stevens Fellowship Committee, Office of Financial Aid, before December 1.
Stipend: $10,000

For Graduates of Other Institutions and Wellesley College

Some graduate fellowships for study at the institution of the candidate's choice are administered by Wellesley College and are open to alumnae of any American institution, including Wellesley.

Alice Freeman Palmer Fellowship for study or research abroad or in the United States. The holder must be no more than 26 years of age at the time of her appointment, and unmarried throughout the whole of her tenure. Non-Wellesley candidates should file through their institutions. Wellesley will accept no more than four applications from another institution.
Stipend: $4,000

Mary McEwen Schimke Scholarship, a supplemental award for the purpose of affording relief from household and child care while pursuing graduate study. The award is made on the basis of scholarly expectation and identified need. The candidate must be over 30 years of age, currently engaged in graduate study in literature and/or history. Preference given to American Studies.
Stipend: $500-$1,000

M. A. Cartland Shackford Medical Fellowship for the study of medicine with a view to general practice, not psychiatry.
Stipend: $3,500

Harriet A. Shaw Fellowship for study or research in music and allied arts, abroad or in the United States. The candidate must be no more than 26 years of age at the time of her appointment. Preference given to music candidates; undergraduate work in history of art required of other candidates.
Stipend: $2,000-$3,000

Information and application forms may be obtained from the Secretary to the Committee on Graduate Fellowships, Office of Financial Aid, Box GR, Wellesley College, Wellesley, Massachusetts 02181. Application forms for the Peggy Howard Fellowship may be obtained from the Economics Department, Wellesley College, Wellesley, Massachusetts 02181. The applications and supporting materials should be returned to the same address by April 1.

Applications and supporting materials for all other fellowships are due December 1.

The Academic Program

To get turned on by puzzles, to care about questions of knowledge for the sake of knowing, as well as for what it can allow us to do in making a difference in the world—these are the marks of a liberal arts education. A good liberal arts education should also teach us to be aware that even as we push and thirst for knowledge, there will remain areas of uncertainty and unknowability.

Nannerl O. Keohane, President

The Academic Program

The process of learning begins with the mind and motivation of the student herself. The most tempting array of courses and the most carefully planned requirements alone will not guarantee the growth of an educated mind. The academic experience is designed for the student who seeks a broad acquaintance with the many and diverse fields of human inquiry as well as the opportunity to explore her personal intellectual interests in depth. It provides for the acquisition of knowledge and of the skills appropriate to the liberal arts but above all it is responsive to the student who genuinely wishes to acquire the habit of learning. It seeks to stimulate the mind, refine the eye and enlarge the capacity for free, independent and discriminating choice.

The Curriculum

The curriculum at Wellesley is structured to provide strong guidance and to allow, at the same time, great personal choice. Central to the curriculum is the concept of diversity, the concept that the student should pursue a number of disciplines during her four years at the College. Accordingly, by the time the Bachelor of Arts degree is earned, she should be acquainted with the main fields of human interest, capable of integrating knowledge from various fields, and prepared for continuous scholarly and personal growth. In her major field, the student is expected to demonstrate maturity of thought, acquaintance with recognized authorities in the field, and general competence in dealing with sources of research or analysis.

Academic Advising

At Wellesley academic advising for the freshman and sophomore classes is the responsibility of the Class Dean. The advising of juniors and seniors is shared by faculty and class deans. This arrangement provides for systematic and equitable supervision of each student's progress toward the B.A. degree. In addition, it has the double benefit of specialized advice from faculty in the major field, and objective and detailed examination of the student's overall program.

Requirements for Degree of Bachelor of Arts

Each student is responsible for meeting all degree requirements and for ensuring that the Registrar's Office has received all credentials. Each candidate for the degree of Bachelor of Arts is required to complete 32 units of academic work at a C average or better. Each semester course is assigned one unit of credit. A unit of credit is equivalent to 4 semester hours or 6 quarter hours. The normal period of time in which to earn the degree is four years and a normal program of study includes from three to five courses a semester. Freshmen are encouraged to carry a maximum of four courses each semester, but upperclass students may take five.

Courses are classified in Grades I, II, and III. Introductory courses are numbered 100-199 (Grade I); intermediate courses, 200-299 (Grade II); advanced courses, 300-399 (Grade III). Each student must include at least four units of Grade III work, at least two of which shall be in the major. The program in the senior year may not include more units of Grade I than of Grade III work, and at least two must be Grade III. Directions for Election of the major vary with the department. Please see departmental listings for specific requirements for the major.

Distribution Requirements

In order to provide students with as much flexibility as possible, Wellesley requires no specific courses. To ensure, however, that students gain insight and awareness in areas outside their own major fields, the College does require that they elect three semester courses in each of three academic areas as part of the 32 units required for graduation. (Courses numbered 350—Research or Individual Study—do not satisfy this requirement.) The three groups of academic disciplines are:

GROUP A

Literature, Foreign Languages, Art, and Music

Three units chosen from courses in the Departments of Art, Chinese, English, French, German, Greek and Latin, Italian, Music, Religion, (Greek and Hebrew), Russian, Spanish; or from those courses offered by the Department of Black Studies and from those extradepartmental literature courses which are designated as fulfilling the requirement in Group A.

GROUP B

Social Science, Religion, Philosophy, and Education

Group B[1]

One or two units chosen from courses in the Departments of History, Philosophy, Religion, and courses offered by the Departments of Black Studies and Education in these fields and

Group B[2]

One or two units chosen from courses in the Departments of Anthropology, Economics, Political Science, Psychology, Sociology, and courses offered by the Departments of Black Studies and Education in these fields.

GROUP C

Science and Mathematics

Three units, at least one of which shall be a course with laboratory, chosen from courses offered in the Departments of Astronomy, Biological Sciences, Chemistry, Geology, Mathematics, Physics and courses in Computer Science above the Grade I level.

Foreign Language Requirement

Before the beginning of the senior year, students must exhibit a degree of proficiency in the use of one foreign language, either ancient or modern. Many students fulfill this requirement by passing one of the language tests offered by the College Entrance Examination Board (CEEB). Wellesley requires a score of 610 or better on the CEEB Achievement Test, or a score of at least 3 on the Advanced Placement Examination (AP). This requirement can also be met by the completion of 2 units of language study at the second year college level or 1 unit of language study above the second year college level.

Second Year College Level Courses	
Chinese:	201 (1-2), 202 (1-2)
French:	111-122 (1-2), or 121-122 (1-2) or 141-142 (1-2)
German:	101-103 (1-2), or 102-103 (1-2) or 104-105 (1-2)
Greek:	to be chosen in consultation with the department chairman
Hebrew:	(see Religion Department): 209 (1-2)
Italian:	202 (1) 203 (2) 204 (2)
Latin:	to be chosen in consultation with the department chairman
Russian:	200 (1-2)
Spanish:	102 (1-2)

Students may take introductory courses in only two modern foreign languages.

Fulfillment of the foreign language requirement through work done at another institution must be approved by the appropriate department. A student whose native language is not English will be exempted from this requirement, subject to approval of the Class Dean and the Academic Review Board.

Other Requirements

Students are expected to use acceptable standards of spoken and written English in their college work. Special assistance in English, mathematics, and other basic and special skills is offered at the College.

In addition, all students must complete the physical education requirement described on p. 139 for which no academic credit is given.

Preparation for Medical School

Medical, dental and veterinarian schools require special undergraduate preparation. Students should consult as early as possible with the Premedical Advisory Committee to plan their academic preparation to meet their individual needs and interests. Appointments can be made with the premedical secretary who is located in the Science Center Focus.

In general, most health profession schools require 2 units of English and 2 units each of the following science courses (with lab): Introductory Biology, Introductory Chemistry, Organic Chemistry, and Physics. Many schools also require Math, in some cases 2 units of Calculus, and additional science courses. Veterinary schools frequently require courses such as speech, technical writing, animal nutrition, genetics, biochemistry, etc. Requirements vary and catalogues of individual schools should be consulted.

All science requirements should be completed before taking the Medical College Admission Test (MCAT) or the Dental Admission Test (DAT) which are taken approximatey 16 months before entering medical or dental school.

The Major

Students may choose from among 27 departmental majors, eleven interdepartmental majors—American Studies, Architecture, Chinese Studies, Classical Civilization, Classical and Near Eastern Archaeology, French Studies, Italian Culture, Medieval/Renaissance Studies, Molecular Biology, Psychobiology, and Women's Studies—or they may design an individual major. Of the 32 units required for graduation, at least 8 are to be elected in the major, and at least 18 must be elected outside of any one department.

Students who are interested in an individual major submit a plan of study to two faculty members from different departments. The plan should include 4 units in one department above the introductory level. The program for the individual major is subject to the approval of the Committee on Curriculum and Instruction. Some students wish to center their studies upon an area, a period, or a subject which crosses conventional departmental lines. Examples of possible area studies include East Asian Studies, Italian Culture, Latin American Studies, Russian Studies; of periods, the Middle Ages, the Renaissance; of subjects, Comparative Literature, International Relations, Theatre Studies, Urban Studies.

In the second semester of the sophomore year each student elects a major field and prepares for the Registrar a statement of the courses to be included in the major. Later revisions may be made with the approval of the chairman of the major department, or in the case of the individual major, with the student's advisors, and be presented to the Registrar not later than the second semester of the junior year. Directions for Election of the major vary. See departmental listings for specific requirements for the major.

Academic Policies and Procedures

The academic policies and procedures of the College have been subject to continuous change and examination throughout the College history, responding to changes in student life-styles and innovations in the curriculum. The policies and procedures that govern most routine aspects of academic life are described below.

Academic Standards

Academic standards at Wellesley are high, and students take full responsibility for attending classes, submitting required work on time, and appearing for examinations. If students have difficulties with course work, become ill, or have other problems which interfere with their academic work, they should consult with their class deans for assistance in making special arrangements for their studies. Tutoring and programs in study skills are offered through the Academic Assistance Program.

Students are expected to maintain at least a C average throughout their college career. At the end of each semester each student's record is reviewed, and appointments with the Class Dean are arranged if needed. The College tries to provide the appropriate support services to students in difficulty. Students who show consistent effort are rarely excluded from the College.

Academic Review Board

The Academic Review Board is the principal body for review of academic legislation and for overseeing each student's academic progress. Chaired by the Dean of Students, the Board is composed of the class deans, the Dean of Continuing Education, and seven elected faculty and student representatives. The student members of the Academic Review Board do not participate in discussions of individual student's standing, but they do contribute to discussions of academic policy and of student requests for exceptions to regulations. The Board researches and recommends changes in academic policy and is also responsible for proposing an annual academic calendar. Dates of Academic Review Board meetings are posted in the Registrar's Office. Students wishing to submit a petition to the Academic Review Board should do so in writing and in consultation with class deans and deliver it to the Registrar at least one week before the petition is to be considered.

Credit for Advanced Placement Examinations

Students entering under the Advanced Placement Program of the College Entrance Examination Board, and who make the scores specified by Wellesley College, will receive credit toward the B.A. degree, provided they do not register in college for courses which cover substantially the same material as those for which they have received Advanced Placement credit. Two units of credit will be given for each AP examination in which a student received a grade of 4 or 5 with the following exceptions: 1 unit of credit will be given for the Latin 4 examination; 1 unit of credit will be given in the Mathematics AB examination; 1 unit of credit for a score of 3 in the Mathematics BC examination. Not more than 2 units may be offered for credit in any one department. Note: the taking of a course deemed equivalent to one for which credit has been granted will nullify the credit previously awarded.

Credit for Other Academic Work

Of the 32 units required for the degree of Bachelor of Arts, a student may earn a maximum of 16 units through a combination of the following: AP examinations (no more than 8); courses taken at another institution during the summer or the academic year; or study independent of Wellesley courses which is then evaluated by examination by a Wellesley department. (See Examinations.) Four units may be earned in summer school, or by a combination of summer school and summer independent study. No more than 2 units may be earned for summer independent study. Eight units, in addition to summer school, may be earned through courses taken at another institution. Students, including transfer students, must complete 16 units at Wellesley. Candidates for the B.A. degree in the program for Continuing Education must complete a minimum of 8 units of work at the College.

Exemption from Required Studies

Students may be exempted from any of the studies required for the degree, provided they can demonstrate to the department concerned a reasonable competence in the elements of the course. Exemption from any of the studies required does not affect the general requirement for completion of 32 units of credit. It does, however, make it possible for some students to select more advanced courses earlier in their college careers.

Such exemption may be achieved in one of two ways: a score of 4 (Honors) or 5 (High Honors) on the CEEB AP tests, or passing a special exemption examination. Permission for the exemption examination must be obtained from the chairman of the department concerned. In addition to the evidence offered by the examination, some departments may require the student to present a paper or an acceptable laboratory notebook.

Research or Individual Study

Each academic department provides the opportunity for qualified students to undertake a program of individual study directed by a member of the faculty. Under this program, an eligible student may undertake a research project or a program of reading in a particular field. The results of this work normally are presented in a final report or in a series of short essays. The conditions for such work are described under the course numbered 350 in each department. Wellesley offers further opportunities for research and individual study. (See Honors in the Major Field.)

Credit for Summer School and Summer Independent Study

Some students undertake planned programs of summer independent study which they have designed with members of the faculty and their Class Dean. Two units of credit may be earned in this way. Four units may be earned by a combination of summer school and independent study. Other students attend summer school. The amount of summer school credit allowed toward the degree is limited to 4 units, and is not automatic. Students should consult their class deans before enrolling in summer school courses. Students should get approval from department chairmen before enrolling in a course from which they expect to receive credit; approval forms are available in the Registrar's Office. Only courses which carry credit for 4 semester hours or 6 quarter hours are eligible for one unit of Wellesley credit.

Grading System

Students have the option of electing courses on a letter or nonletter grading system. At the beginning of the eighth week of a semester, students notify the Registrar and their instructor whether they plan to take the course for a letter grade or on the credit/noncredit basis. Credit is given to students who have attained a satisfactory familiarity with the content of a course and have demonstrated ability to use this knowledge in a competent manner. If credit is not earned, the course does not appear on the student's permanent record.

Examinations

An examination period occurs at the end of each semester. Within this period, students may devise their own examination schedules for the

majority of courses. Examinations are scheduled for some art, music, and foreign language courses which require audiovisual equipment. Special examinations are offered in September to qualified students to earn credit for work done independently, for admission to advanced courses without the stated prerequisites, and for exemption from required studies.

Students who wish credit for work done independently in the summer should consult the appropriate department and the Class Dean, and should apply to the Registrar at least a month in advance for a special examination to be given at the beginning of the college year.

Examinations may be taken for credit, for admission to a more advanced course, or for exemption from the required studies in Groups A, B, and C. Examinations for credit passed at a satisfactory level also count for advanced placement and/or exemption; examinations for advanced placement also count for exemption. Examinations passed at a satisfactory level for exemption do not count for credit.

Transcripts and Grade Reports

Official transcripts may be ordered in writing from the Office of the Registrar. The request for transcript should include the name and address of the person to whom the transcript is to be sent, the name by which the person was known as a student at Wellesley, and the years of attendance at the College. There is a charge of $2 for each transcript, and this fee should accompany the request.

Grade reports are issued to students at the end of each semester. Grade reports for the first semester are available at the beginning of the second semester and are delivered to the residence halls. Grade reports for the second semester are mailed to the students' home addresses in June.

Registration for Courses

All returning students must register in April for the courses they select for the fall semester, and in November for the spring semester. Upon returning to college at the start of each semester, the student will be issued a schedule card of her classes. All changes to this schedule must be recorded in the Registrar's Office by the end of the first week of classes. A student will not receive credit for a course unless she has registered for it, and a student who has registered for a course will remain registered unless she takes formal action to drop it.

Any conflicts in scheduling must be reported to the Registrar's Office immediately. A student is not permitted to take a course if it conflicts with any other course on her schedule.

Adding or Dropping Courses

Add/Drop cards are available from the Registrar's Office during the first week of classes. A student may submit only one Add/Drop card, and it must include all changes in the schedule for that semester. All Adds are due by the end of the first week of classes. Permission is required from the department chairman or the major advisor if the student wishes to drop a course which affects the major. If a course is dropped, with the permission of the Class Dean, before the beginning of the eighth week, it will not appear on her record.

Auditing Courses

A student who wishes to attend a class as a regular visitor must have the permission of the instructor. Auditors may not submit work to the instructor for criticism, and audited courses will not be considered for credit.

Acceleration

A few students complete all the requirements for the degree in less than the usual eight semesters. After two semesters at Wellesley, students who wish to accelerate should consult their deans and then write a letter to the Academic Review Board, petitioning to fulfill the requirements in less than the normal period of time.

The petition should include the month and year in which the degree requirements will be fulfilled, and all units which will be counted toward the degree.

Normally, a plan to accelerate must include 8 units at Wellesley in two consecutive semesters during the junior and senior years. In accumulating units in addition to courses taken at Wellesley, an accelerating student may count:

1

Advanced Placement credit (no more than 8 units);

2

a maximum of 4 units earned either in summer school or by a combination of summer school and independent study during the summer, validated by the College. No more than 2 units may be earned for summer independent study; and

3

a maximum of 2 units of college or university credit earned prior to graduation from secondary school, which is not included in the units of secondary school work required for admission.

An accelerating student must maintain at least a C average at all times.

Leave of Absence

Recognizing that many students benefit educationally if they interrupt the normal sequence of four continuous years at Wellesley, the College has established a policy for temporary leaves of absence. Leaves may be taken for as short a period as one semester or as long as two years, and for a variety of reasons which may include study at another institution, work, travel, or other activities which meet personal needs. Application for leave of absence may be made to the Class Dean at any time after a student has completed at least one year at Wellesley. Freshmen who have completed only one semester may remain on leave for a maximum of three semesters. A student who goes on leave of absence cannot remain in residence on campus more than 48 hours after the effective date of leave.

To obtain permission to spend the year at another institution as nonmatriculated students or guests, students submit a detailed plan to the Class Dean or advisor and, if a major has been chosen, to that department. The plan should list the course of study for the year and justify its relationship to the four year program. No more than 8 units of credit may be earned at another institution during a one-year leave of absence.

WITHDRAWAL

Voluntary Withdrawal

Students who plan to withdraw must inform the Class Dean. A withdrawal form will then be sent to the parents or guardian for their signature. The official date of the withdrawal is the date agreed upon by the student and the Class Dean and written on the withdrawal card which is signed by the Class Dean. The withdrawal date is important in order to compute costs and refunds. (See Refund Policy p. 27.) Students who have officially withdrawn from the College cannot remain in residence on campus more than 48 hours after the effective date of withdrawal.

Required Withdrawal

The College reserves the right to require the withdrawal of any student whose academic work falls below its standards, who violates its rules and regulations or the rights of others, or whose continuing presence constitutes a risk to the health, safety, or general well-being of the College community or herself. In addition, the College may require the withdrawal of any student who fails to meet financial obligations to the College.

Readmission

A student who has withdrawn from the College and wishes to return should apply to the Office of the Dean of Students for the appropriate forms. Readmission will be considered in the light of the reasons for withdrawal and reapplication, and in the case of resident students, available residence hall space. A nonrefundable fee of $15 must accompany the application form for readmission.

Special Academic Programs

The traditional four-year curriculum offered at Wellesley is expanded by many special academic programs. Some are administered by the College and some are programs run by other institutions in which Wellesley students may participate. Students may participate in some while in residence at the College; others involve living at other colleges or abroad for a semester or a year.

Cambridge Humanities Seminar

The Cambridge Humanities Seminar is a collaborative effort by universities in the Boston-Cambridge area to enrich and diversify their interdisciplinary offerings in the humanities at an advanced level. The program is centered at the Massachusetts Institute of Technology and offers subjects to students in the humanities at participating institutions during the last two years of undergraduate and the first two years of graduate work, in an area of scholarship periodically determined by its membership. The program involves faculty in literature, history, philosophy, and fine arts. Its current subject is the idea of the past as it plays a role in the study of various cultural activities. All seminars have limited enrollment. Subjects to be offered in 1982-83 are described on p. 185.

Freshman-Sophomore Colloquia

These courses are designed for freshmen and sophomores to undertake concentrated study of a significant, well-defined topic. They offer students the opportunity to work in small groups in association with individual faculty members. They are similar to advanced seminars in method and approach in that they stress discussion, independent work, and oral and written presentations.

Cross Registration Program with the Massachusetts Institute of Technology

A program of cross registration of students at Wellesley and the Massachusetts Institute of Technology was officially inaugurated in 1968-69. The program allows students to elect courses at the other institution, and extends the diversity of educational experiences available in the curricula and in the environments of both. The two schools combine their academic, extracurricular, and operational resources while maintaining their separate strengths, independence, and integrity.

A Wellesley student interested in exploring the possibilities of electing specific courses at MIT should consult the Exchange Coordinator, the department advisor, or the appropriate exchange program faculty advisor. Registration in MIT courses takes place each semester in the MIT Exchange Office. Application must be received by the Wellesley Exchange Office the preceding semester. Students must follow the instruction sheet carefully to ensure that they register for courses that are equivalent in credit to Wellesley courses.

Students who are on leave of absence need not pre-register for MIT courses. As soon as they return to the campus, they should pick up information about registering for MIT courses, at the MIT Exchange Office, 339B Green Hall.

Opportunities in Engineering

Cross registration with MIT makes it possible for Wellesley students to take advantage of both the opportunities of a women's liberal arts college and the resources of a superior engineering program. Students interested in mathematics, physics, chemistry, or biology can apply these interests in a very practical way through engineering, an expanding field for women.

Engineering can be pursued at Wellesley in two ways: by designing an individual major combining Wellesley and MIT courses or by fulfilling a Wellesley major while taking advantage of MIT courses to prepare for graduate study in engineering.

Students interested in engineering should take mathematics and physics at Wellesley freshman year in preparation for MIT courses. Information concerning possible fields, prerequisites, and contact persons at MIT is available through the Office of the Class Deans.

The Twelve College Exchange Program

Wellesley belongs to a consortium which includes Amherst, Bowdoin, Connecticut College, Dartmouth, Mount Holyoke, Smith, Trinity, Vassar, Wesleyan, Wheaton, and Williams. Two one-semester programs associated with the Twelve College Exchange are the National Theater Institute in Waterford, Connecticut, and the Williams Mystic Seaport Program in American Maritime Studies. Students in good standing may apply through the Exchange Coordinator for a semester or full academic year in residence at any of the member institutions. The number of places is limited and admission is competitive. Preference is given to students planning to participate in their junior year.

Students must request that transcripts be sent to the Registrar's Office to receive credit for work done away from Wellesley.

The Wellesley-Spelman Exchange Program

Wellesley maintains a student exchange program with Spelman College in Atlanta, Georgia, a distinguished Black liberal arts college for women. The exchange, initiated as a three-year experimental program in 1974-75, was approved in spring 1977 as one of the continuing exchange opportunities available to students.

The program is open to students in their junior or senior year, with a maximum four-semester enrollment per year (one to four students) at each institution. Students may apply through the Office of the Exchange Coordinator.

The Junior Year Abroad

Qualified students may apply for admission to various groups spending the junior year in Europe and in other foreign countries. A few Wellesley Slater Junior Year Abroad scholarships are available to juniors, eligible for financial aid, who have been accepted for programs approved by the Foreign Study Committee. Stecher Scholarships for the study of art abroad are awarded to qualified students who are eligible for financial aid. Candidates are selected by the Art Department Stecher Scholarship Committee and the Foreign Study Committee. Limited financial support for students wishing to spend the junior year in Africa or the Caribbean is provided by the Waddell Fund. The selection of recipients for awards from the three funds is made early in the second semester of the sophomore year on the basis of academic qualifications and faculty recommendations. The amount of each individual award is determined according to need. Information about these awards may be obtained from the Office of Foreign Study.

The Office of Foreign Study helps students with individual plans for study abroad, for example, applications for direct enrollment as visiting students in British universities. Undergraduates with strong background in their majors may apply to the Foreign Study Committee for two places at New Hall, Cambridge University, and for three at Oxford University.

Students who are interested in spending the junior year abroad should consult their Class Dean and the Study Abroad Advisor during the freshman year to ensure completion of Wellesley eligibility requirements. No more than 8 units of credit may be earned at another institution during a one-year leave of absence.

Students must request that transcripts be sent to the Registrar's Office in order to receive credit for study done abroad.

Internships

The Center for Women's Careers houses information on a wide variety of internship programs available through the College, the local community, and the country, during the term, January, and summer. As well as working closely with the Wellesley academic departments to share information and to develop opportunities, the Center for Women's Careers coordinates efforts with two internship groups: The Shared Educational Experience Program and the Massachusetts Internship Office.

Summer Internships

The College sponsors a Washington Summer Internship Program which provides a unique opportunity for students to learn about the national government through direct participation in political activity. Interested juniors may apply for 15 available summer internships, in governmental and nongovernmental offices. Interns hold full-time jobs for ten weeks and also participate in evening seminars with guest speakers on governmental or political problems. Job assignments are made according to the interest of the student and the potential for learning. Recent assignments have included positions in congressional offices, in the Department of Justice, in the Department of Education, with the Federal Trade Commission, in the Office of the President, and with a major broadcasting system. Salaries are offered in some of these positions; the College provides stipends for students who hold nonsalaried positions.

In addition, the Wellesley Urban Politics Summer Internship Program offers juniors the opportunity to focus on some of the dilemmas of contemporary urban life. Students participating in this program spend ten weeks working for government agencies or private organizations in Los Angeles. Interns attend seminars and other meetings designed to stimulate analytical thinking about politics, government institutions, and public policy-making. Interns receive a stipend from the College.

Community Involvement

Wellesley students can become involved in the Greater Boston community in a variety of ways. Some students choose to work in communities where they can participate in legal aid, tutoring, and health services, or church work. Others work with the City of Boston or the Town of Wellesley in various departments.

Credit may be given for supervised field work as a research component of some courses or independent study; in other instances, experience in the community forms part of the required work of courses dealing with social, political, or economic issues. Generally, students become involved in community work for many reasons besides the possibility of earning academic credit.

Summer Study Abroad

Students planning summer study in foreign countries should consult the Office of Foreign Study. Wellesley awards Stecher Summer Scholarships for study of art to students who need to have access to materials available only in foreign countries. First consideration is given to applicants whose summer studies are related to honors projects approved for the senior year. Waddell Summer Scholarships provide opportunities for students wishing to study in Africa or the Caribbean. An application for a Stecher or a Waddell Scholarship requires the support of the student's major department and a statement from the Director of Financial Aid showing what funds are needed to supplement the student's financial resources.

Continuing Education

The Continuing Education program provides an opportunity for women to resume their education by electing to study for the Bachelor of Arts degree, or to take courses as special students not in pursuit of a degree. This program enables students to enroll either part-time or full-time. Continuing Education students enroll in the same courses as the traditional Wellesley undergraduate and meet the same degree requirements.

Candidates for the B.A. degree are normally women whose educations have been interrupted for several years prior to the date of application. At least 8 of the thirty-two units required for the B.A. degree must be completed at Wellesley. There is no time limitation for completion of the degree.

The College will accept for credit only those courses which are comparable to courses offered in the liberal arts curriculum at Wellesley. One Wellesley unit is equal to 4 semester hours

or 6 quarter hours. The Registrar will evaluate credit earned at accredited colleges with the official transcript and catalog from those colleges.

Special students may be graduates of an accredited college or university who wish to do coursework at the undergraduate level, matriculated students currently affiliated with another accredited college or university who wish to take courses for degree credit at the affiliate, or others who have special needs for nondegree course work. The College reserves the right to limit the number of semesters and/or courses that a special student may take for credit.

For further information about the program, write to the Office of Continuing Education, Wellesley College, Wellesley, Massachusetts 02181.

Academic Distinctions

To give recognition for superior or advanced work, either upon graduation or during the student's career, the College confers a number of academic distinctions.

Departmental Honors

Students who have shown marked excellence and an unusual degree of independence in their work may be invited to participate in the Honors Program, based on their record in the major field. Under this program, an eligible student may be invited to undertake independent research or special study which will be supervised by a member of the faculty. In several departments, options for general examinations, special honors seminars, and opportunities to assist faculty in teaching introductory and intermediate level courses are available to honors candidates. The successful completion of the work and of an oral honors examination leads to the award of Departmental Honors.

Other Academic Distinctions

The College names to Freshman Distinction those students who maintain high academic standing during the freshman year. Wellesley College Scholars and Durant Scholars are named at Commencement, based on academic records after the freshman year. Wellesley College Scholars have achieved high academic standing and Durant Scholars highest academic standing.

Juniors and seniors are elected to membership in the Eta of Massachusetts chapter of Phi Beta Kappa on the basis of their total academic achievement in college. Seniors who are majoring in the sciences may be elected to associate membership in the Wellesley chapter of Sigma Xi.

On recommendation of the faculty, the trustees award the title of Trustee Scholar to four seniors who intend to pursue graduate studies. The awards are made on a competitive basis; the title is honorary. In cases of financial need, stipends are awarded to the Scholars or, if not required by them, to alternates who need financial assistance. Applications and supporting credentials should be sent to the Secretary to the Committee on Graduate Fellowships by January 4.

Certain prizes have been established at the College for the recognition of excellence in a particular field. The selection of the recipient is made by the appropriate academic department; each award carries a small stipend or gift and usually bears the name of the donor or the person honored.

Honors Awarded, 1982

In the Class of 1982, 67 students achieved the highest academic standing and were named Durant Scholars; an additional 176 students won recognition as Wellesley College Scholars for high academic achievement. The names of members of the Class of 1982 who were awarded other honors and prizes appear below.

Departmental Honors

Glynis Allen, *Spanish*
Evelyn Bennett Arthur, *Biological Sciences*
Duffey Ann Asher, *Political Science*
Joanne Marie Avallon, *English*
Katherine Anne Banks, *History*
Andrea Marie Barnes, *Psychology*
Judith Anne Benini, *Music*
Karen Elizabeth Bowen, *Physics*
Denise Ann Brooks, *Psychobiology*
Deborah Betty Brown, *Philosophy*
Catherine Anne Caires, *Studio Art*
Katherine Myung Hi Choo, *Political Science*
Andrea Cogliano, *History*
Sarah Amy Cohen, *Religion*
Gail Alexandra Cook, *History*
Mary Louise Cornille, *Art History*
Alison Cornish, *Art History*
Catherine Mary Cotell, *Chemistry*
Catherine Ann Crosby, *History*
Anne de Bruyn Kops, *Biological Sciences*
Karen Elizabeth Dowdall, *Political Science*
Katherine Ann Eggleston, *English*
Ardith Ann Eicher, *Psychology*
Anita Cheryl Estner, *Greek*
Juliet Floyd, *Philosophy*

Margaret Morrison Flynn, *Art History*
Joan Friedman, *Psychobiology*
Suanne Leigh Garber, *Psychobiology*
Julie Gess, *Political Science*
Anne Lyons Goddard, *History*
Sarah Gray, *Music*
Katherine Laura Hansen, *Studio Art*
Marguerite Ann Hawley, *Molecular Biology*
Sheryl Louise Henderson, *Molecular Biology*
Vicki Lorraine Hengen, *English*
Anne Michelle Hogan, *Studio Art*
Deborah Andrea Housen, *Anthropology*
Joi Collette Huckaby, *Art History*
Marcia Ian, *English*
Andree Adele Jacobs, *French*
Jennifer Anne Jenkins, *English*
Kristi Jones, *Studio Art*
Karen Eileen King, *Molecular Biology*
Kristen Elizabeth Konrad, *English*
Susan Margot Krumholz, *French*
Emily Anne Lagace, *Molecular Biology*
Lynn Marie Lambert, *Latin*
Tina Siu Lau, *Psychobiology*
Hilary Martin Lea, *English*
Maria Leydon, *Intellectual History*
Mary Catherine Longtin, *Mathematics*
Lydia Jeanne Luz, *Women's Studies*
Patricia Ann Mabrouk, *Chemistry*
Nora Ann Maloney, *Political Science*
Louise Mary Mamrus, *Psychology*
Sheila Anglin Marks, *Art History*
Maryann Martone, *Psychobiology*
Kathleen Ann Mawhinney, *English*
Pamela Gwynneth Mayne, *English*
June Louise Melvin, *English*
Gayle Pearl Milton, *Biological Sciences*
Bernadette Erlefrieda Moffat, *Political Science*
Amanda Ford Neal, *Studio Art*
Nevra Necipoglu, *History*
Susan Hamlin Nelson, *Biological Sciences*
Alexandra Perez Norton, *Chemistry*
Lauren Jean Oshry, *Molecular Biology*
Mary Patrice O'Toole, *Political Science*
Leslie Ellen Papke, *Economics*
Lisa Marie Petti, *Molecular Biology*
Hilary Pierce, *French*
Faith Kathryn Putney, *Religion*
Patricia Whiteford Rettew, *English*
Elizabeth Dale Rhinehart, *Psychology*
Melitta Rorty, *Geology*
Alicia Gabriela Rosenberg, *Political Science*
Alice Margaret Rudy, *Romantic Studies*
Harshbeena Sahney, *Anthropology*
Deborah Ann Seid, *Art History*
Ellen Joy Shadur, *Political Science*
Susan Lynn Shoobe, *Religion*
Navjeet Kaur Sidhu, *Biological Sciences*
Katherine Louise Signorelli, *Chemistry*
Roslyn Jean Solomon, *Political Science*
Joann Florence Swasey, *Psychobiology*
Deborah Ann Tate, *Political Science*
Sally Pai-shih Teng, *Chemistry*
Raffaella Angela Maria Torchia, *Molecular Biology*
Elizabeth Trefts, *English*
Beth Alison Umland, *English*
Anne Wyatt Vaughan, *Geology*
Rebecca Lu Wakefield, *English*
Ann Walsh, *Political Science*
Rebecca Marie Weaver, *Psychobiology*
Nancy Randolph Werth, *Psychology*
Valerie Miriam White, *Political Science*
Julie Ann Wilson, *Physics*
Corinne Wong, *Molecular Biology*
Karen Margaret Yokoo, *Molecular Biology*
Heewon Yu, *Chemistry*
Melissa Kaye Zeppa, *Studio Art*

Phi Beta Kappa
Class of 1982

Glynis Allen
Amy Marie Bihrle
Karen Elizabeth Bowen
Denise Ann Brooks
Kathleen Carey
Lauren-Anne Cheng
Katherine Myung Hi Choo
Gail Alexandra Cook
Catherine Ann Crosby
Alice Lynne Cunningham
Diane Davignon
Ingrid Elizabeth Desilvestre
Susan Marie DiBartolomeis
Katherine Ann Eggleston
Juliet Floyd
Margaret Morrison Flynn
Carrie Kay Freedheim
Joan Friedman
Tracey Ann Funari
Susan Lubell Gaudette
Anne Lyons Goddard
Sarah Gray
Kathryn Griner
Lee Sheryl Gruber
Mei Yee Ho
Sandra Horbach
Deborah Andrea Housen
Marcia Ian
Emily Anne Lagace
Christina Laidlaw

Tina Siu Lau
Maria Leydon
Elizabeth Siän Liebson
Melanie Anne Macronis
Debra Jean Magee
Stephanie Martin
Maryann Martone
Kathleen Ann Mawhinney
Pamela Gwynneth Mayne
Patricia Ellen Meili
Helen Margaret Morrison
Alison Joy Moser
Suzette Eileen Mullen
Audrey Marie Nahabedian
Nevra Necipoglu
Susan Hamlin Nelson
Marian Louise Obuch
Lauren Jean Oshry
Leslie Ellen Papke
Virginia Fay Pittman
Elizabeth Dale Rhinehart
Kristen Konrad Robbins
Alicia Gabriela Rosenberg
Arlene Rozzelle
Ellen Joy Shadur
Kimmarie Sinatra
Roslyn Jean Solomon
Christina Addison St. Clair
Anne Wyatt Vaughan
Lawrence Williams
Julie Ann Wilson
Corinne Wong
Karen Margaret Yokoo
Melissa Kaye Zeppa

Sigma Xi

Evelyn Bennett Arthur, *Biology*
Amy Marie Bihrle, *Psychobiology*
Karen Elizabeth Bowen, *Physics*
Denise Ann Brooks, *Psychology*
Catherine Mary Cotell, *Chemistry*
Anne de Bruyn Kops, *Biology*
Ardith Ann Eicher, *Psychology*
Joan Friedman, *Psychobiology*
Suanne Leigh Garber, *Psychobiology*
Marguerite Ann Hawley, *Molecular Biology*
Sheryl Louise Henderson, *Molecular Biology*
Karen Eileen King, *Molecular Biology*
Emily Anne Lagace, *Molecular Biology*
Tina Siu Lau, *Psychobiology*
Patricia Ann Mabrouk, *Chemistry*
Debra Jean Magee, *Chemistry*
Louise Mary Mamrus, *Psychology*
Daria Lisa Martel, *Biology*
Maryann Martone, *Psychology*
Gayle Pearl Milton, *Biology*
Susan Hamlin Nelson, *Biology*
Alexandra Perez Norton, *Chemistry*
Lauren Jean Oshry, *Molecular Biology*
Lisa Marie Petti, *Biology*
Elizabeth Dale Rhinehart, *Psychology*
Melitta Rorty, *Geology*
Navjeet Kaur Sidhu, *Biology*
Katherine Louise Signorelli, *Chemistry*
Joann Florence Swasey, *Psychobiology*
Sally Pai-shih Teng, *Chemistry*
Raffaella Angela Maria Torchia, *Biology*
Pamela Yasemin Gilson vanBeuzekom, *Biology*
Anne Wyatt Vaughan, *Geology*
Rebecca Marie Weaver, *Psychobiology*
Nancy Randolph Werth, *Psychology*
Julie Ann Wilson, *Physics*
Mary Hyde Windels, *Biology*
Corinne Wong, *Molecular Biology*
Karen Margaret Yokoo, *Molecular Biology*
Heewon Yu, *Chemistry*

Trustees Scholars

Marcia Ian
for graduate study in *English and American Literature*

Patricia Ellen Meili
for graduate study in *Development Economics*

Nevra Necipoglu
for graduate study in *History*

Anne Wyatt Vaughan
for graduate study in *Geochemistry*

Academic Prizes

The Academy of American Poets Prize is administered by the English Department for the Academy of American Poets. It is awarded each year for the best work of poetry by an undergraduate.

REBECCA LU WAKEFIELD, JOANNE MARIE AVALLON

The Lucy Branch Allen Prize was given in 1934 by an anonymous friend in memory of Lucy Branch Allen of the Class of 1897, "to perpetuate the spirit of one who was endlessly generous; who loved everything that walks or flies, or scrambles in the world of out-of-doors; to whom the poetry of life was a perpetual joy." It is awarded in the field of Biological Sciences.

DENISE ANN BROOKS

The Adelaide Niles Belyea Prize in Botany was founded in 1974 and is awared to a student who has exhibited general excellence in plant science.

RAFAELLA ANGELA MARIA TORCHIA,
DEBRA JEAN MAGEE

The Billings Performance Award in Music was a gift from the estate of Robert C. Billings in 1903. This award is given in recognition of an outstanding contribution to the community through the performance of music.

JUDITH ANNE BENINI, MONICA MEEHAN MACKEY

The Billings Prize in Music. A gift from the estate of Robert C. Billings in 1903, the income provides a prize in recognition of excellence in music studies.

SARAH GRAY

The Natalie V. Bolton Faculty Prize in Economics was established to honor the memory of this distinguished alumna. Its purpose is to encourage good scholarship and analytical ability in the field of economics and is awarded to the student who has written the best economics paper during the year.

ELIZABETH SELKE

The Natalie V. Bolton Student Prize is awarded annually to the economics major designated by her peers as an outstanding economist.

PAMELA JOYCE DEGRAFF

Botanical Society of America—Young Botanist Recognition Award is awarded in honor of excellence and outstanding promise to a student as a contributor to the advancement of knowledge in the botanical sciences.

RAFAELLA ANGELA MARIA TORCHIA

The Cervantes Prize in Spanish is awarded for the best paper written on Cervantes. Given by former Professor Alice Bushee.

GLYNIS ALLEN

The Davenport Performance Prize for Acting was established is 1922 by George H. Davenport and is awarded to an undergraduate who has performed in an outstanding manner in one of the regularly scheduled college dramatic productions.

NANCY HARRIET NAYOR, BETH ALISON UMLAND

The Joanna Mankiewicz Davis Prize for Fiction was established in 1975 in her memory and is awarded for an outstanding work of fiction written by an undergraduate.

CATHERINE DUFFIELD WHITING (First Prize)

The Deborah W. Diehl Prize for Distinction in History was established as a memorial by the friends and family of Deborah Diehl of the Class of 1973 to be awarded to the outstanding senior graduating in history chosen by vote of the faculty.

GAIL ALEXANDRA COOK, ANNE LYONS GODDARD, NEVRA NECIPOGLU

The Allan Eister Award for Academic Excellence in Sociology was founded in dedication to Allan Eister, Professor of Sociology, for his love of the intellectual life and his devotion to enhancing academic excellence in the liberal arts. It is awarded annually to the sociology major graduating with the very highest academic record in her sociology major.

LORA ELIZABETH SPERBER

The Erasmus Prize in History was a gift from a member of the Class of 1920 and is awarded annually for the best piece of historical or political research presented by a senior.

PAMELA JANE LIVINGSTON

The Jacqueline Award in English Compostion was established by Eleanor and Rosamond Peck in memory of their sister Jacqueline, of the Class of 1934. It is awarded with particular reference to the ability of the student to write with delicacy and beauty of expression as well as power.

MARCIA IAN

The Germaine Lafeuille Prize in French was established by her colleagues in the French Department to show their respect and affection for Germaine Lafeuille on her retirement in 1975. It is awarded in alternate years for the best academic work which is submitted to a three person jury of department members or for work of a creative nature.

TAMAH MEREDITH TERRY, NANCY AYKANIAN

The Hubert Weldon Lamb Prize in Musical Composition was established in 1976 in the Music Department to honor the accomplishments of Wellesley composers, past and present, and thereby encourage composition as a field of endeavor on the part of present and future Wellesley students.

NARCISSA REEDER CAMPION,
MELANIE ANNE MACRONIS

The Mary C. Lyons Prize for Writing was founded in 1978-79 by friends of Mary Lyons of the Class of 1935, former editor of the Alumnae Magazine. The prize is awarded to a senior and can be a story, a scholarly study, or an essay. It must reflect topical interest and show literary distinction.

MARCIA IAN

The Barnette Miller Foundation Prizes in History and Political Science. They were established in 1980 as an essay contest in the field of international relations in the History and Political Science Departments to encourage interest and excellence in international relations studies.

SUZETTE EILEEN MULLEN

The Northeast Conference on the Teaching of Foreign Languages Award recognizes excellence in the study of the Spanish language and Hispanic cultures.

DEBRA CLARICE SMITH

The Mary White Peterson Prize was established in 1926 by the mother and husband of Mary White Peterson, of the Class of 1908. It is awarded to a student "for evidence or promise, of exceptional ability to do independent work" in the field of Biological Sciences or Chemistry.

PATRICIA ANN MABROUK

The Plogsterth Award in Art was established by W. Thomas Plogsterth, whose daughter Ann is a member of the Class of 1965, for outstanding work in art history, perferably to a senior.

MARGARET MORRISON FLYNN, MADELEINE JOHNSON

The Royal Society of Arts London Silver Medal is a silver medal awarded to a student who has a distinguished academic record directly concerned with art or application of art and/or science to industry and/or commerce, and who has played some significant part in student activities.

MELISSA KAYE ZEPPA

The Mayling Soong Foundation Prize is awarded annually for the best paper submitted by students on any aspect, ancient or modern, of the anthropology, art, economics, history, literature, philosophy, politics, religion, sociology of or scientific development in East or South Asia.

LIZA HALL CULICK

The Lewis Atterbury Stimson Prize in Mathematics was founded in 1920 by Miss Candace Stimson of the Class of 1892. It is awarded to a student in memory of her father "because of his love of mathematics."

KATHLEEN CAREY, MARY CATHERINE LONGTIN

The Dudley Folk Templeton Memorial Prize founded in 1979 is awarded annually to a Wellesley student for the best article, poem or story on a religious subject in the opinion of the senior ordained member of the faculty of the Department of Religion at Wellesley College.

BETSEE VON PARKER

The Virginia Wainwright Sonnet Prize was established in 1963 by Virginia Wainwright and is awarded annually.

BETH ALISON UMLAND (First Prize),
VICKI LORRAINE HENGEN (Second Prize)

The Wall Street Journal Student Achievement Award is given for an outstanding paper in modern politics.

PATRICIA ELLEN MEILI

The Woodrow Wilson Prize in Political Science was founded by Phillips Bradley, Assistant Professor of History at Wellesley College 1922-25. The prize is awarded to a senior for an outstanding paper in modern politics.

KATHERINE MYUNG HI CHOO, BARBARA CAROL CORRY

The Florence Annette Wing Prize in Lyric Poetry was established by her sister, Mable Wing Castle of the Class of 1887, in 1942 and is awarded annually for a lyric poem.

REBECCA LU WAKEFIELD (First Prize),
PATRICIA WHITEFORD RETTEW (Second Prize)

The Natalie Wipplinger Prize in German was established in 1940 by former students of Miss Wipplinger teacher of German, at Wellesley College from 1904-1940. The prize is awarded to a junior or senior for outstanding work in German.

ANA MANUELA FERNANDES

The Mary Ann Youngren Memorial Award in Critical Reading was established for Mary Ann Youngren, a former member of the Wellesley College English Department. In memory to her great gift and passion for fine reading, it is awarded to a graduating senior.

MARCIA IAN

Courses of Instruction

A semester course which carries one unit of credit requires approximately eleven hours of work each week spent partly in class and partly in preparation. The amount of time scheduled for classes varies with the subject from two periods each week in many courses in the humanities and social sciences to three, four, or five scheduled periods in certain courses in foreign languages, in art and music, and in the sciences. Classes are scheduled from Monday morning through late Friday afternoon; examinations may be scheduled from Monday morning through late Saturday afternoon.

Prerequisites are given in terms of Wellesley courses, exemption examinations, AP scores, and "admission units." Admission units refer to the secondary school credits acquired in various precollege courses.

Freshman-Sophomore Colloquia (150 courses) Directions for Election

For a general description see page 39. The colloquia have no prerequisites, although some are open only to freshmen. Each course counts as one unit, and may be elected to satisfy in part one of the distribution requirements. Since class sizes are limited, students ordinarily may not enroll in more than one of these courses. They may, however, apply for more than one, indicating their preference. If a course is oversubscribed, the chairman or instructor, in consultation with the Class Dean, will decide which applicants will be accepted.

In 1982-83 colloquia are offered by the Departments of Art, Black Studies, English, History, and Mathematics.

Legend

Courses numbered:

100-199	Grade I courses
200-299	Grade II courses
300-399	Grade III courses
(1)	Offered in first semester
(2)	Offered in second semester
(1) (2)	Offered in both semesters.
(1-2)	Continued throughout the academic year. Unless specifically stated, no credit is awarded unless both semesters are completed satisfactorily.
[ ]	Numbers in brackets designate courses listed only in earlier catalogs.
Units of Credit	Unless stated otherwise, a course is equal to one unit of credit.
*	Not offered every year. Note: Unless specifically stated such courses will be offered in 1982-83.
**	Course may be elected to fulfill in part the distribution requirement in Group A
***	Course may be elected to fulfill in part the distribution requirement in Group B^1 or Group B^2 as designated
****	Course may be elected to fulfill in part the distribution requirement in Group C
A	Absent on leave
A1	Absent on leave during the first semester
A2	Absent on leave during the second semester
P	Part-time instructor

Anthropology

Professor:
Shimony (Chairman)

Associate Professor:
Kohl

Assistant Professor:
Merry, Godoy

104 (1) (2) Introduction to Anthropology
Consideration of man's place in nature. Brief survey of physical anthropology, archaeology and linguistics. Ethnological study of social and political systems, religion, and art. Examination of the nature of culture with examples primarily from non-Western societies.
Open to all students.

Mr. Godoy, Mrs. Merry, Mrs. Shimony

106 (1) (2) Introduction to Archaeology
A survey of the development of archaeology and a presentation of methods and techniques. Introduction to prehistoric cultural evolution from hominid sites in Africa to the rise of civilizations in the Old and New World. Students will have the opportunity to participate in field excavations.
Open to all students.

Mr. Kohl

200 (2)* Current Issues in Anthropology
An examination of current controversial issues in anthropology. Topics covered will include Sociobiology, Race and Intelligence, Anthropological Interpretations of Malthus, the Culture of Poverty, and Neo-Colonialism.
Open to sophomores, juniors, and seniors without prerequisite, and to freshmen with previous anthropological experience, and by permission of the instructor.

Mrs. Shimony

204 (2)* Physical Anthropology
The origin of man as a sequence of events in the evolution of the Primates. This theme is approached broadly from the perspectives of anatomy, paleontology, genetics, primatology, and ecology. Explanation of the interrelationship between biological and sociobehavioral aspects of human evolution, such as the changing social role of sex. Review of the human fossil record and the different biological adaptations of the polytypic species *Homo sapiens sapiens*.
Open to all students.

Mr. Kohl

205 (2)* Social Anthropology
A comparative approach to the study of social organization. Emphasis is placed on the influence of ecology and economy, and on the roles of kinship, marriage, politics, and religion in the organization of tribal societies.
Prerequisite: 104 or Sociology 102 or by permission of the instructor.

Not offered in 1982-83.

206 (2)* Heredity, Evolution, and Society
A study of the causes of human diversity – genetic, environmental, and social – and of the role of natural selection in the evolution of modern human populations. The concept of adaptation will be the unifying theme of the course. Topics for discussion will include the biological role of sex and aging, nature vs. nurture, the biological concept of race, and the political implications of genetics.
Prerequisite: 104 or Sociology 102, or Biological Sciences 110 or by permission of the instructor.

Not offered in 1982-83.

210 (2) Racism and Ethnic Conflict in the United States and the Third World
A comparative view of racial and ethnic conflict in Western and non-Western societies, focusing on underlying social processes and barriers to intercultural communication. Topics for discussion include the history of American immigration, racial conflict in American neighborhoods, school busing, separatist movements, refugee problems, and the competition for subsistence in multi-ethnic nations.
Prerequisite: 104 or Sociology 102, or one unit in Black Studies, political science or economics, or permission of the instructor.

Mr. Godoy

234 (2)* Urban Poverty
An anthropological analysis of urban poverty in the U.S. and the Third World. Cultural and structural interpretations of poverty. The strategies of the poor for coping with poverty. Ameliorating poverty as a problem in applied anthropology.
Prerequisite: 104 or Sociology 102, or one unit in political science, economics, or European history; open to juniors and seniors without prerequisite.

Not offered in 1982-83.

Mrs. Shimony

242 (1)* The Rise of Civilization
A comparative survey of the emergence of the Early Bronze Age civilizations in Mesopotamia, Egypt, the Indus valley, and Shang China, as well as pre-Columbian developments in Mesoamerica and Peru. The course will examine ecological settings, technologies, and social structures of the earliest complex urban societies. Offered in alternation with 243.
Prerequisite: 106 or by permission of the instructor.

Mr. Kohl

243 (2)* Food Production: Origins and Development in the Old and New World
An examination of the beginnings of agriculture and domestication of animals in the Old and New World and a discussion of the causes and effects of the "neolithic revolution." A survey of traditional subsistence systems throughout the world, such as swidden agriculture, pastoral nomadism, and Asian wet-rice cultivation, and an examination of their effect on social development and structure. Offered in alternation with 242.
Prerequisite: 104 or 106 or by permission of the instructor.

Not offered in 1982-83.

Mr. Kohl

244 (1)* Societies and Cultures of the Middle East
Comparative study of political, economic, and other social institutions of several major cultures of the Middle East. Traditionalism vs. modernization. International conflict in anthropological perspective.
Prerequisite: 104 or Sociology 102, or one unit in political science, economics, or history.

Not offered in 1982-83.

245 (1)* Societies and Cultures of Central and South America
A survey of the tribal, rural, and urban peoples of South America, with attention to their histories and current social conditions. Topics include ecology and village economies, male/female roles, race and social class, religious groups and mass movements.
Prerequisite: 104 or Sociology 102, or one unit in political science, economics, or history.

Mr. Godoy

269 (1) The Anthropology of Sex Roles, Marriage, and the Family
An examination of the variations in sex roles and family life in several non-Western societies. Comparisons of patterns of behavior and belief systems surrounding marriage, birth, sexuality, parenthood, male and female power, and masculine and feminine temperament in non-Western and Western societies. Emphasis on the ways kinship and family life organize society in non-Western cultures.
Open to all students.

Mrs. Merry

301 (1) Anthropological Theory
History of ethnological theory. Examination of current evolutionary and functional theories of culture. Discussion of the relationship between personality and culture. Problems of method in anthropology.
Prerequisite: 104 or Sociology 102, and two Grade II units, or permission of the instructor.

Mrs. Shimony

308 (1-2) Seminar for Materials Research in Archaeology and Ethnology 2
An examination of the way in which scientific analysis of archaeological ceramics contribute to our understanding of the cultures that produced the artifacts. This inquiry will include technological aspects such as physical properties, processing, fabrication and firing techniques as well as socio-economic aspects of production such as identifying workshops and trade. All students undertake analytical projects on archaeological collections.
Open to juniors and seniors with sufficient preparation in anthropology/archaeology by permission of the instructor.

Mr. Kohl and S.P. De Atley (taught at MIT)

317 (1)* Economic Anthropology
Analysis of economic structures of non-Western societies in relation to our industrial capitalistic system. Concentration on substantive issues in economic anthropology, such as the debate on the applicability of formal economic theory to simpler societies, the nature and importance of the economic surplus, and problems of scarcity and development. Not open to students who have taken [217].
Prerequisite: 104 or Sociology 102 or Economics 101 or 102 and one Grade II unit of anthropology or economics or sociology, or by permission of the instructor.

Mr. Kohl

342 (1)* Seminar on Native American Ethnology
Selected topics concerning Native Americans. Ethnographic review of North American culture areas; problems of modern Indian communities; ethnic conflicts; sovereignty and legal questions. Native Americans in literature and art.
Prerequisite: same as for 301 or permission of the instructor.

Not offered in 1982-83.

Mrs. Shimony

344 (1) Seminar. Archaeology of Southwest Asia
A rotating seminar on the cultural history of four selected areas in Southwest Asia from the beginnings of food production through the appearance of written records. Reliance on primary archaeological site reports.
Prerequisite: 106 and two Grade II units or permission of the instructor; 242 or 243 are suggested but not required.

Not offered in 1982-83.

Mr. Kohl

345 (2)* Seminar in Urban Anthropology
Comparative analysis of the nature of urbanism in the United States and non-Western societies. Topics for discussion include the nature of urban kinship and friendship, social networks, the decline of community, urban social disorder, crime, the role of urban courts, urban housing and gentrification, as well as migration and housing in the developing world.
Prerequisite: same as for 301, or one Grade I and two Grade II units in political science, or economics.

Not offered in 1982-83.

Mrs. Merry

346 (2) Colonialism, Development and Nationalism: The Nation State and Traditional Societies
Joint MIT-Wellesley rotating seminar. Examination of the impact of modern national political systems on traditional societies as these are incorporated into the nation state. Focus on the nature of development, colonialism, and dependency and the implications for cultural minorities, technologically simple societies, peasant populations, and the urban poor. Topics related to an understanding of the impact of world capitalism on indigenous peoples will also be covered.
Prerequisite: two Grade II courses in any of the following: anthropology, sociology, political science, economics, or by permission of the instructor.

Mrs. Merry, Ms. Jackson

350 (1) (2) Research or Individual Study 1 or 2
Open by permission to juniors and seniors.

370 (1-2) Thesis 2 to 4
Open only to honors candidates.

CROSS-LISTED COURSES

Extradepartmental 114 (1)
Introduction to Linguistics
For description and prerequisite see Extradepartmental 114.

DIRECTIONS FOR ELECTION

Majors in anthropology must take eight courses (which may include courses from MIT's anthropology offerings), of which 104 and 301 are obligatory. In addition, at least one "methods" course is strongly suggested. Preferably this should be calculus or statistics in the mathematics department, or a computer science course, but it may also be the methods course offered by economics, psychology, or sociology (depending on the particular need and interest of the student).

Students may take Grade II and Grade III courses upon the presentation of either Sociology 102 or Anthropology 104, but anthropology majors may not substitute Sociology 102 for Anthropology 104.

Art

Professor:
O'Gorman, Armstrong, Rayen, Wallace [A], *Fergusson, Janis*

Visiting Professor:
Bialostocki [P],
Kathryn W. Davis Professor in Slavic Studies

Associate Professor:
Clapp (Chairman), Marvin [A], *Adams* [P]

Assistant Professor:
MacNeil [P], *Harvey, Carroll, Freeman* [A], *Drew, Friedman, Davies, Hentschel* [P], *Schmidt, Hoffman* [P]

Instructor:
Grossman [P], *Rhodes*

Lecturer:
Gabhart [P]

The Department of Art offers courses in the history of art, architecture, and in studio art. Some of the courses in art history include laboratory work in one or more media with which the course is concerned. One of the studio courses, 204, is a survey of the techniques of painting from the Middle Ages to the present, and is required of all art history majors. The department believes that laboratory training has great value in developing observation and understanding of artistic problems. However, no particular artistic aptitude is required, and the laboratory work is adjusted to the student's ability.

An art major may either concentrate in history of art, in architecture, or in studio art.

Stecher Scholarships are available to qualified students for the study of art abroad during the school year, Wintersession, or summer.

History of Art

100 (1-2) Introductory Course 1 or 2
A foundation for further study in the history of art. The major styles in Western architecture, sculpture, and painting from ancient Egypt to the present are presented in lectures and in conference sections. Simple laboratory work requiring no previous training or artistic skill planned to give the student a greater understanding of artistic problems. One unit of credit may be given for 100 (1), but 100 (2) cannot be taken without 100 (1).
Open only to freshmen and sophomores.
The Staff

150 (2) Colloquium
For directions for applying see p. 47. Open by permission to freshman and sophomore applicants. Limited to 15 students.

The Eloquent Object

An orientation to art using originals. Examination of the material properties of objects and the manner in which they may incorporate and express social, political, historical, literary, and aesthetic ideas. Extensive reading on art by poets, philosophers, and critics as well as art historians. Reading, conversation, writing and rewriting several short papers as well as field trips to Boston and Cambridge. A course in basic drawing or design to accompany this course is strongly advised but not required.

Not offered in 1982-83.

Ms. Janis

200 (1)* Classical Art
Greek art from the end of the Dark Ages to the death of Cleopatra. The course will be a historical survey of the arts of Greece in this period, but special attention will be paid to sculpture. Some time will also be spent on the influence of classical form on the later Western art. Topic for 1983-84: Roman Art.
Open to sophomores, juniors, and seniors who have taken 100 (1) or 215, or by permission of the instructor.
Ms. Hentschel

201 (2)* Egyptian Art
A survey of Egyptian architecture, sculpture, painting and minor arts from 3000 to 31 B.C. The course will trace historically the development of ancient Egyptian style, stressing sculpture and painting.
Open to sophomores, juniors, and seniors, and to freshmen who have taken 100 (1).

Not offered in 1982-83.

202 (1) Medieval Art
Topic for 1982-83: From the Catacombs to the Court of Charlemagne. Particular concentration given to the formation of art and iconography and to large-scale architecture in the period of Christian Antiquity, to the mosaics at Ravenna, to manuscript painting during the Insular period, and to the programs of renewal under Charlemagne and his successors.
Prerequisite: 100 (1) or permission of the instructor.

Mr. Fergusson

203 (2) Cathedrals and Castles of the High Middle Ages
A study of the major religious and secular buildings of the Romanesque and Gothic periods with emphasis on France and England. Attention will be given to the interpretation and context of buildings and to their relationship to cult, political and urban factors. Occasional conferences.
Open to all students.

Mr. Fergusson

204 (1) (2) General Techniques Course
A survey of significant technical material related to the history of Western painting from the Middle Ages to the modern period. Laboratory problems of purely technical nature requiring no artistic skill.
Prerequisite: 100 (1) and (2) or permission of the instructor. 204 or 209 (1) is required of all art history majors.

The Staff

211 (2) African, Oceanic and Pre-Columbian Art
Topic for 1982-83: Arts of South Pacific Islands. Study of diverse art forms on the Island of Bali and eastward to Papua, New Guinea and Polynesia. Examines the techniques, social background, and symbolic interpretation of these art forms which include architecture, puppetry, textiles, wood and stone sculpture. Resources include films and local art collections.
Open to all students.

Ms. Adams

214 (2) Art and Ideology
Case studies of selected monuments from the 5th through the 20th centuries A.D. affording a survey of important phases in the development in Western Christian and secular iconography. The historical context and ideological function of these works will be analyzed, allowing the class to consider the problem of the generation and demise of symbolic codes for political legitimation and dissent.
Prerequisite: 100 (1) and (2) or 215 and 216.

Not offered in 1982-83.

Mrs. Carroll

215 (1) European Art to the Renaissance
The major movements in architecture, sculpture, and painting from ancient Egypt to c. 1400. Students attend course 100 lectures and are strongly urged to attend course 100 conferences. Reading and paper assignments differ from those of 100. Students will be assigned staff advisors.
Open only to juniors and seniors who have not taken 100.

The Staff

216 (2) European Art from the Renaissance through the Nineteenth Century
Western art from the Renaissance to the present with emphasis on painting, sculpture, and architecture. Students attend course 100 lectures and are strongly urged to attend course 100 conferences. Reading and paper assignments differ from those of 100.
Prerequisite: same as for 215.

The Staff

217 (2) Themes and Meaning in Asian Art
Topic for 1982-83: Early Islamic Art. An exploration of the origins, character, and evolution of early Islamic art from the 8th through the 13th centuries.
Open to all students.

Ms. Hoffman

219 (1) Painting and Sculpture of the Nineteenth Century
A survey of painting and sculpture of the 19th century in Europe with special attention to the French contribution. Emphasis on the relationship of academic ideals to emerging individualism and to the social context of artistic innovation and style. Re-writing of papers is encouraged.
Open to sophomores who have taken 100 (1) and (2), by permission of the instructor to freshmen who are taking 100, and to juniors and seniors without prerequisite.

Ms. Janis

220 (1) Painting and Sculpture of the Later Sixteenth and Seventeenth Centuries in Southern Europe
A study of Italian and Spanish painting and sculpture from early Mannerism through the late Baroque. Among the principal artists studied are Michelangelo, Il Rosso Fiorentino, Pontormo, Parmigianino, Tintoretto, El Greco, the Carracci, Caravaggio, Bernini, Pietro da Cortona, Ribera, Velasquez, Tiepolo.
Open to sophomores who have taken 100 (1) and (2), and to juniors and seniors without prerequisite.

Not offered in 1982-83.

Mr. Wallace

221 (2) Seventeenth Century Art in Northern Europe
Dutch and Flemish painting, drawing and printmaking of the 17th century with emphasis on Rubens, Van Dyck, Hals, Rembrandt, and Vermeer.
Prerequisite: same as for 220.

Mrs. Carroll

222 (1) Late Gothic and Renaissance Art in Eastern Europe
The course will concern the 15th-and 16th-century architecture, painting, sculpture and decorative arts in Bohemia, Poland and Hungary as related to Western developments.
Prerequisite: 100, 215, or by permission of the instructor.

Mr. Bialostocki

224 (1-2) Modern Art 1 or 2
Painting, sculpture, and the related arts of the 20th century. One unit of credit may be given for either semester. Background reading is required if elected in second semester only.
Prerequisite: 100 (1) and (2), or 216, or 219, or permission of the instructor.

Mr. Rhodes

225 (1) Cinema
Detailed analysis of selected fiction and nonfiction films. Classics of world cinema, products of the Hollywood studio system, documentary features and shorts, and the work of controversial experimental and *avant garde* filmmakers.
Open to all students.

Not offered in 1982-83.

228 (2) Nineteenth- and Twentieth-Century Architecture
A survey of the major movements in architecture in Europe and the United States from Neo-Classicism to the present.
Prerequisite: same as for 220.

Ms. Friedman

231 (1) The Art of the English Colonies and the United States to the Civil War
A survey of American art from the colonial period to the Civil War. Attention given to the relationship between art and the social history and literature of the time.
Prerequisite: 100 (1) and (2).

Mr. O'Gorman

232 (2) Art in the United States from the Civil War to World War II
American art from the Civil War to the foundation of the New York School. Attention given to the relationship between art and the social history and literature of the time.
Prerequisite: same as for 231.

Mr. O'Gorman

233 (1) Domestic Architecture and Daily Life
A survey of European and American houses, their design and use from the late Middle Ages to the present. Economic and social conditions will be stressed, with particular attention to changes in family structure and the role of women. The use of rooms and furnishings will also be discussed.
Open to all students.

Not offered in 1982-83.

Ms. Friedman

248 (1) Chinese Art
Survey of the major artistic traditions of China through monuments of the Bronze Age, Buddhist sculpture, and painting from the Han to the Ch'ing Dynasty.
Open to all students who have taken one unit either in the history of art, or in Asian history or religion, or by permission of the instructor.

Mrs. Clapp

249 (2) Far Eastern Art
Topic for 1981-82: Japanese art. An introduction to the sculpture and pictorial arts of Japan from the early Buddhist period through the 18th century woodblock print.
Prerequisite: same as for 248.

Not offered in 1982-83.

250 (1)* From Giotto to the Art of the Courts
Italian and French painting and sculpture from 1260-1420. The great narrative tradition in Italian sculpture and painting: Nicola and Giovanni Pisani, Giotto and Duccio; the Sienese painters Simone Martini and the Lorenzetti in the context of the emergent Italian city state; the spread of the International Gothic Style through the Valois courts (the Limbourg Brothers and the Duc de Berry) and its later impact in Italy on Ghiberti and Gentile da Fabriano.
Open to sophomores who have taken 100 (1) and to juniors and seniors without prerequisite.

Not offered in 1982-83.

Ms. Armstrong

251 (2) Italian Renaissance Art
Painting and sculpture in Italy in the 15th and early 16th centuries. Topics included in this survey are: the formation of the Early Renaissance style by Masaccio, Donatello, and Ghiberti; the development of sculpture in relation to architecture in Luca della Robbia; Medici patronage; the spread of the Renaissance outside of Florence by Piero della Francesca, Mantegna and Bellini; and the formation of the High Renaissance by Leonardo, Raphael, and Michelangelo.
Prerequisite: same as for 250.

Ms. Armstrong

254 (1)* Art of the City: Medieval, Renaissance, and Baroque
Aspects of the history of urban form, and of art in public areas of the city in the medieval, Renaissance, and Baroque periods. Analysis of various urban types such as medieval market towns, ideal city plans in the Renaissance, and innovations in city planning in the 17th century. Attention will be given to sculptural programs designed to enhance public spaces and buildings.
Open to sophomores who have taken 100 (1) and (2), or 202 or 203 or 250 or 251, to juniors and seniors without prerequisite, or by permission of the instructor.

Ms. Armstrong

304 (2)* Problems in Italian Sculpture
Major Italian Renaissance sculptors of the 15th and 16th centuries will be considered. Topics include: the formation of the Early Renaissance style by Donatello and Ghiberti; the revival of interest in antique sculpture; patterns of patronage and its effect on Luca della Robbia, the Rossellini, and Berrocchio; the High Renaissance sculpture of Sansovino and Michelangelo; and the Mannerist sculpture of Benvenuto Cellini and Giovanni Bologna.
Open to sophomores who have taken 220 or 251, to juniors and seniors who have taken or are taking one Grade II unit in history of art, or by permission of the instructor.

Ms. Armstrong

305 (1) The Graphic Arts
A history of prints and visual communication from the time of Gutenberg to the present alternating between the achievements of great masters such as Dürer, Rembrandt, Goya, Picasso, and the proliferation of popular imagery and ephemera leading to the invention of photography. Emphasis is on class participation, the examination of originals, re-writing short papers, as well as occasional field trips to collections in the Boston area.
Open only to seniors.

Ms. Janis

306 (2) History of Photography
A seminar treating the language of photography and its peculiar formal code. Treats work by amateurs as well as professionals and artists in 19th and 20th century France, England, and America. Topics range from problems of realism and documentary to what constitutes art in photography. Students will also learn how photography has affected the study of art history. Emphasis is on student discussion, writing and rewriting from originals. Laboratory is not only required but constitutes a fundamental aspect of this course. Limited to 20 students.
Open to juniors and seniors who have taken 219 or 305.

Ms. Janis

309 (1)* Renaissance and Baroque Architecture
The Early and High Renaissance, Mannerist, and Baroque styles of the 15th through the 18th centuries, with particular emphasis on Italy.
Open to sophomores who have taken 251, to juniors and seniors who have taken or are taking one Grade II unit in the department, or by permission of the instructor.

Ms. Friedman

311 (1)* Northern European Painting and Printmaking
Painting and printmaking in Northern Europe from the late 14th through the 16th centuries. Emphasis on Jan van Eyck, Rogier van der Weyden, Bosch, Dürer, and Pieter Brueghel the Elder.
Open to sophomores who have taken 202 or 251, to juniors and seniors who have taken or are taking one Grade II unit in the department, or by permission of the instructor.

Not offered in 1982-83.

Mrs. Carroll

312 (2)* Problems in Nineteenth- and Early Twentieth-Century Art
This study of special problems of critical interpretation takes into account art's relationship to literature and social context. Emphasis is on extensive reading, class discussion and sustained research culminating in a long paper. Reading knowledge of French or German is desirable.
Prerequisite: 219 or permission of the instructor.

Ms. Janis

319 (1) Problems in Eastern European Art and Architecture in the Fifteenth and Sixteenth Centuries
Problems will include art of M. Corvinus' court; the work of Veit Stoss in Poland; Renaissance tombs; Mannerism and Vernacular in gentry residences and town architecture, etc.
Prerequisite: 100, 215, or permission of the instructor.

Mr. Bialostocki

320 (1) American Architecture in the Nineteenth Century
A survey of the building arts of the last century with special emphasis upon theory. The course will focus upon the rise of an "American" style following the Civil War and its dissolution at the end of the century. Lectures, field trips, reading, research papers. Limited to twelve students.
Prerequisite: 100 (2) or 231, or by permission of the instructor.

Mr. O'Gorman

330 (2) Seminar. Italian Art
Topic for 1983-84: Venetian art and culture 1450-1570. Venetian painting, architecture, and patronage in the Renaissance. Consideration of historical, literary, and musical topics. Commissions executed by the painters Bellini, Carpaccio, Giorgione, Titian and Tintoretto, as well as the architecture and urban projects of Sansovino and Palladio.
Prerequisite: any Grade II or Grade III course in Renaissance art or history, or by permission of the instructor.

Not offered in 1982-83.

Ms. Armstrong

332 (2)* Seminar. The Cathedrals of England
Topic for 1982-83: Examination of six cathedrals: York, Ely, Wells, Norwich, Gloucester and Canterbury. Emphasis will be placed on the architecture of the buildings, on liturgical customs, on patronage, and on the cathedrals' intended functions through different historical periods.
Prerequisite: 203 or by permission of the instructor.

Mr. Fergusson

333 (1) Seminar
Topic for 1982-83: Rembrandt. The Seminar will examine various aspects of Rembrandt's work, including such topics as: Rembrandt's artistic development, Rembrandt as a draughtsman, problems in interpretation, laboratory examination of Rembrandt's paintings. The class will look extensively at original works by Rembrandt in local and New York collections.
Prerequisite: 221 or permission of the instructor.

Mrs. Carroll

334 (2)* Seminar. Problems in Archaeological Method and Theory
Tell el-Amarna, the city of Akhenaten. An examination of the art and architecture associated with Egypt's heretic Pharaoh and the life of the city that was his new capital.
Open by permission of the instructor.

Not offered in 1982-83.

Miss Marvin

335 (1) Seminar. Modern Art
Topic for 1982-83: Picasso, Stein and Company. Pablo Picasso and Gertrude Stein will serve as focii for the examination of the arts in Paris ca. 1900-1920. Other important figures to be studied include the painters Matisse, Braque, Leger and DuChamps; the poet and critic Apollinaire; the composers Debussy, Satie and Stravinsky; and Diaghilev, Nijinsky and Bakst of the Ballet Russes. Difficulty is one of the hallmarks of modern art generally. This course seeks to develop skills in the analysis, interpretation and evaluation of difficult works in several arts, e.g., Picasso's *Ma Jolie* Stein's *Tender Buttons* and Stravinsky's *Le Sacre du Printempts*.
Prerequisite: 224, and by permission of the instructor.

Mr. Rhodes

336 (1) Seminar. Museum Problems
An investigation of the history and structure of the museum, the philosophy of exhibitions and acquisitions, and the role of the museum in modern society, combining the theory and practice of all aspects of museum work. Problems of conservation, exhibition, acquisition, publication, and education will be discussed. If the museum schedule permits, students will be involved in the planning and mounting of an exhibition. Visits to museums and private collections in the area will be arranged. Limited enrollment.
Open by permission of the instructor to junior and senior art majors.

Ms. Gabhart

337 (2)* Seminar. Chinese Art
Chinese painting of the northern and southern Sung dynasties. An examination of the classical Sung paintings of figures, landscapes, birds and flowers from the 10th to the 13th centuries with consideration of the origins of Sung painting in the T'ang dynasty and of its philosophical and religious background.
Prerequisite: 248 or permission of the instructor.

Mrs. Clapp

340 (2) Seminar. The Book Arts in Nineteenth Century America
Research devoted to the development of the illustrated book in America during the last century. Reading, guest lectures, field trips, research papers. Limited to eight students.
Prerequisite: 100 (2) or 231, or by permission of the instructor.

Mr. O'Gorman

345 (1) (2) Seminar. Historical Approaches to Art for the Major
Comparative study of the major art historical approaches and their philosophical bases: connoisseurship, iconography, theories of the evolution of art, theories of style, psychoanalysis and art, psychology of perception, and theories of art criticism. Strongly recommended to all art majors. Open to juniors and seniors who have taken or are taking one Grade II unit in the department.

Mr. Rhodes (1), Ms. Friedman (2)

350 (1) (2) Research or Individual Study 1 or 2
Open to qualified students by permission of the instructor and the chairman of the department.

370 (1-2) Thesis 2 to 4
Open only to honors candidates.

Boston Museum of Fine Arts Seminar
A limited number of qualified students may elect for credit seminars offered by the curators of the Boston Museum of Fine Arts. These are held in the museum and use objects from the collections for study. For enrollment procedures, consult the department chairman. Seminar topics to be offered in 1982-83 to be announced.

CROSS-LISTED COURSES

Anthropology 308 (1-2) 2
Seminar for Materials Research in Archaeology and Ethnology
For description and prerequisite see Anthropology 308.

History 334 (2)
Seminar. Material Culture and Daily Life in Renaissance Europe.
For description and prerequisite see History 334.

DIRECTIONS FOR ELECTION

History of Art

An Art major concentrating in History of Art must elect both semesters of 100 (unless an exemption examination is passed), or 100 (1) and 150; 204 or the first semester of 209 (not the second semester), and at least five further units in history of art. For distribution, students must elect at least one unit each in three of the following six areas of specialization: ancient, medieval, Renaissance, Baroque and 18th century, 19th and 20th centuries, non-Western art. Art 345 and 305 may not be used to meet this distribution requirement. If approved by the chairman, courses elected at other institutions may be used to meet the distribution requirement. Although the department does not encourage overspecialization in any one area, by careful choice of related courses a student may plan a field of concentration emphasizing one period or area, for example, medieval art or oriental art. Students interested in such a plan should consult the chairman of the department as early in the freshman or sophomore year as possible.

Students planning to major in history of art should plan to take 204 or 209 (1) in the second semester of the sophomore year or in the first semester of the junior year.

Art 345 is strongly recommended for all majors, especially those who are considering graduate study in history of art.

A reading knowledge of German and French, or Italian, is strongly recommended for majors.

Students intending to major in art history whose high school preparation does not include a thorough grounding in history should take History 100 and 101. They should also consult the Catalog carefully for other courses in History as well as in Literature, Religion, Philosophy, and Music, which will be relevant to their interests.

Students interested in graduate study in the field of conservation of works of art should consult with the chairman of the department regarding chemistry requirements for entrance into conservation programs. Ordinarily at least two semesters of Chemistry at the college level should be elected.

The attention of students is called to the interdepartmental major in Architecture, in Classical and Near Eastern Archaeology, and in Medieval/Renaissance Studies.

Studio Art

Studio courses meet twice a week for double periods.

105 (1) (2) Drawing I
Introductory drawing with emphasis on basic forms in spatial relationships. Stress on the essential control of line in a variety of media.
Open to all students.
The Staff

108 (1) (2) Photography I
Photography as a means of visual communication. Problems dealing with light, tonal values, two- and three-dimensional space, documentary and aesthetic approaches to the medium. Emphasis on printing and critical analysis of photographs. Limited enrollment.
Open by permission of the instructor.
Ms. MacNeil

204 (1) (2) General Techniques Course
A survey of significant technical material related to the history of Western painting from the Middle Ages to the modern period. Included are laboratory problems of purely technical nature requiring no artistic skill.
Prerequisite: 100 (1) and (2) or permission of the instructor. 204 or 209 (1) is required of all art history majors.
Mr. Drew

206 (1) Drawing II
Problems dealing with the realization through graphic media of form, light, and volume. Students will be required to establish and work out an individual project during the second part of the course.
Prerequisite: 105.
Ms. Schmidt

207 (1) (2) Sculpture I
An introduction to sculpture through basic problems as well as modeling from the figure utilizing various materials such as clay, wax, plaster, wood, and metal. The student will be introduced to lost wax and sand casting in bronze and aluminum. Studio fee for materials: $30.
Prerequisite: 105 or 209 (1-2) or permission of the instructor.
Ms. Davies

208 (2) Photography II
The development of a personal photographic vision through intensive technical and aesthetic studies in photography. Each student works in either book or portfolio form exploring relationships between photographers and/or between photographs and words. Study of the work of master photographers and various forms of the photographic book. Limited enrollment.
Prerequisite: 108 or permission of the instructor.

Ms. MacNeil

209 (1-2) Basic Design 1 or 2
Consideration of a series of interrelated problems in two-dimensional and three-dimensional design intended to develop both observational and formal skills. Techniques of drawing, sculpture, painting, and graphic design.
Open to all students. One unit of credit may be given for the first semester. Semester II requires Semester I.

Mr. Drew (1), Ms. Schmidt (1), Ms. Davies (2)

210 (1) Color
Basic problems in the interaction of color. Special attention will be given to considerations of value, intensity and the natural mutability of hue.
Open to all students.

Mr. Rayen

212 (2) Printmaking
Instruction in the monotype and basic intaglio techniques including line and aquatint etching, lift ground etching, and engraving. Studio fee for materials: $30.
Prerequisite: 105 or 209 (1-2), or permission of the instructor.

Ms. Schmidt

218 (1) (2) Introductory Painting
A study of basic forms in plastic relationships in a variety of media.
Prerequisite: 105 or 209 (1-2), or permission of the instructor.

Ms. Harvey (1), Mr. Rayen (2)

307 (1) (2) Sculpture II
The advanced development of sculpture concepts through problems dealing with construction, abstraction, imagery, and the figure. Emphasis on foundry techniques. Studio fee for materials: $30.
Prerequisite: 207 or permission of the instructor.

Ms. Davies

316 (2) Life Drawing
Intensive analysis of anatomy, perspective, composition, chiaroscuro, with direct visual observation of the model.
Prerequisite: 105.

Mr. Drew

317 (2) Seminar. Problems in the Visual Arts
Concentrated study of individual problems in a variety of media. Each student will be required to formulate a specific project to pursue throughout the semester. Emphasis will be given to group discussions and criticisms on a regular weekly basis. The attention of all studio majors is drawn to this course; it is especially recommended as advanced preparation for those who are contemplating a 350 or 370 project.
Prerequisite: 206, 307, 315 or 316, or permission of the instructor.

Mr. Rayen

318 (2) Intermediate Painting
Continuing problems in the formal elements of pictorial space, including both representational and abstract considerations in a variety of media.
Prerequisite: 105 and 218.

Ms. Harvey

321 (1) Advanced Painting
Advanced studies in painting. Each student will be required to establish and develop personal imagery. Emphasis will be given to the roles which observation and memory play in the development of individual concepts.
Prerequisite: 318.

Ms. Harvey

350 (1) (2) Research or Individual Study 1 or 2
Open to qualified students by permission of the instructor and the chairman of the department.

370 (1-2) Thesis 2 to 4
Open only to honors candidates.

Applied Arts Program
In addition to the regular studio curriculum, a separately funded program makes it possible to offer one noncredit course each year in such fields as metal casting and enameling, ceramics, woodworking, and weaving. Topic for 1982-83: To be announced.

DIRECTIONS FOR ELECTION

Studio Art

An art major concentrating in studio art must elect 100 (1 *and* 2), 105, 209 (1 *and* 2), plus a minimum of four additional Grade II or Grade III units in studio art. Course 100 is counted toward the degree but not toward the major. Since the department believes in the importance of an understanding of the history of art, the attention of students is drawn particularly to 224 (1 and 2) and 219 (see History of Art).

For students particularly interested in design, attention is further drawn to Theatre Studies 206.

Astronomy

Professor:
Birney (Chairman)

Assistant Professor:
Little [P], *Little-Marenin* [P], *Hagen* [A], *French* [P]

103 (1) (2) Introduction to Astronomy
A survey of the solar system, stars, galaxies and cosmology. Two periods of lecture and discussion weekly; laboratory in alternate weeks, and unscheduled evening work at the Observatory for observation of stars and constellations, and use of the telescopes.
Open to all students.
The Staff

104 (2) Recent Developments in Astronomy
Contemporary topics in optical, radio, and space astronomy. Topics include cosmology, pulsars, quasars, black holes, exploration of the planets, and extraterrestrial communication. Not to be counted toward the minimum major.
Prerequisite: 103, or by permission of the instructor.

206 (1) Basic Astronomical Techniques I
Visual and photographic use of the telescopes. Optics applied to astronomical instruments. Astronomical coordinate systems. Spherical trigonometry. Conversion of time and use of Ephemeris. Star catalogs. Photometry.
Prerequisite: 103 and a familiarity with trigonometric functions.
Mr. Little

207 (2) Basic Astronomical Techniques II
Measurement of stellar radial velocities. Spectroscopy. Classification of stellar spectra. Applications of the Method of Least Squares and statistical methods. The semester's work includes an independent project at the telescope.
Prerequisite: 206 and some familiarity with calculus.
Mr. Birney

210 (1) Astrophysics I
The physical principles behind the analyses of stars, interstellar matter and galaxies.
Prerequisite: 103 and Physics 106 or 110 taken previously or concurrently, or by permission of the instructor. Not open to those who have taken [204].
Mr. French

302 (2)* Galaxies and Cosmology
Study of distribution and kinematics of the stellar and nonstellar components of the Milky Way galaxy and of other galaxies. Extragalactic topics, including cosmology, peculiar and active galaxies, and quasistellar sources will be treated.
Prerequisite: 210 or [204] and Mathematics 116.
Ms. Little-Marenin

304 (1)* Stellar Atmospheres and Interiors
The formation of continuous and line spectra in stellar atmospheres. An introduction to stars with unusual spectra. The structure of and energy generation in stellar interiors. Stellar evolution.
Prerequisite: [204] or 210 and Mathematics 205. Physics 204 or [200] is recommended.
Not offered in 1982-83.
Ms. Hagen

307 (2)* Planetary Astronomy
Study of the properties of planetary atmospheres, surfaces and interiors with emphasis on the physical principles involved. Topics covered include the origin and evolution of the planetary system, comparison of the terrestrial and giant planets, properties of minor bodies and satellites in the solar system and inadvertent modification of the earth's climate. Recent observations from the ground and from spacecraft will be reviewed.
Prerequisite: 210 or [204] and Physics 106 or 110 or permission of the instructor for interested students majoring in geology or physics.
Not offered in 1982-83.
Mr. French

310 (2) Astrophysics II
Kinematics and dynamics of stars and stellar systems, galactic structure, special and general relativity, and cosmological models.
Prerequisite: 210 or [204].
Mr. French

349 (1)* Selected Topics
Topics in previous years have included Variable Stars, Galaxies, Stars of Special Interest.
Open by permission of the instructor.
Mr. Birney

350 (1) (2) Research or Individual Study 1 or 2
Open to juniors and seniors by permission.

370 (1-2) Thesis 2 to 4
Open only to honors candidates.

CROSS-LISTED COURSES

Mathematics 205 (1) (2)
Multivariable Vector Calculus
For description and prerequisite see Mathematics 205.

Physics 204 (2)
Modern Physics
For description and prerequisite see Physics 204.

DIRECTIONS FOR ELECTION

The following courses form the minimum major: 207, 210, 310; Mathematics 205; Physics 204 and either 201 or 202; one more Grade III course in Astronomy plus an additional Grade III course in astronomy or physics. Extradepartmental 110 and 216 are strongly recommended. In planning a major program students should note that some of these courses have prerequisites in mathematics and/or physics. Additional courses for the major may be elected in the Departments of Physics, Mathematics, and Astronomy.

A substantial background in physics is required for graduate study in astronomy.

A student planning to enter graduate school in astronomy should supplement the minimum major with courses in physics, including Physics 306 and other Grade III work. The student is also urged to acquire a reading knowledge of French, Russian, or German.

See p. 10 for a description of Whitin Observatory and its equipment.

Biological Sciences

Professor:
Widmayer, Allen [A], *Coyne (Chairman)*

Associate Professor:
Webb [A1], *Harris*

Assistant Professor:
Williams, Eichenbaum, Hirsch, Hendricks, Raper, Smith, Langman, Standley

Laboratory Instructor:
Muise, Dermody, Cooper, Hall, Hacopian, Hoult

Unless otherwise noted, all courses meet for five periods of lecture, discussion, and laboratory weekly, except for seminars that meet for two periods.

108 (2) Horticultural Science
Fundamentals of cultivation and propagation of plants, the effects of chemical and environmental factors on their growth, and methods of control of pests and diseases. Laboratory includes work in the field and in the greenhouses. Not to be counted toward the minimum major in biological sciences.
Open to all students.

Mrs. Raper, Ms. Standley, Mrs. Muise

109 (1) Human Biology
Study of anatomy and physiology of man. Some work on human genetics, nutrition, and immunology. Two lectures weekly with a double period every other week for demonstration-discussions. Does not meet the laboratory science distribution requirement. Not to be counted toward the minimum major in biological sciences.
Open to all students except those who have taken 111.

Mr. Eichenbaum, Mr. Langman, Mr. Hacopian

110 (1) Introductory Biology I
Eukaryotic and prokaryotic cell structure, chemistry, and function. Cell metabolism, genetics, cellular interactions and mechanisms of growth and differentiation.
Open to all students.

Mr. Harris, Mr. Hendricks, Mr. Williams

111 (2) Introductory Biology II
Major biological concepts including the evolution, ecology, and the structure and function relationships of multicellular plants and animals.
Open to all students.

Miss Widmayer, Mr. Harris, Mr. Williams, Mr. Langman

200 (2) Cellular Physiology
Intensive study of cell function, physical characteristics of cells, energy metabolism and metabolic pathways, irritability of cells, membranes and membrane transport, evolution of enzyme systems, and control mechanisms.
Prerequisite: 110 and 111 and one unit of college chemistry.

Mrs. Coyne, Mr. Harris, Mr. Hendricks, Ms. Cooper, Mrs. Hall

201 (1) Ecology
The relationships among living organisms and the environment, including population growth and regulation, intraspecific and interspecific interactions, ecosystem structure and function, and biogeography. Emphasis on evolutionary aspects of ecology. Laboratory exercises include extensive field work and data analysis.
Prerequisite: 111 or permission of the instructor.

Mr. Williams, Ms. Standley

202 (1) Comparative Anatomy
A systems approach to the study of chordate anatomy emphasizing the relationship between embryology, structure, and function which lead to an understanding of evolutionary trends within the vertebrate group as a whole. Laboratory dissection of a variety of chordates from the lamprey to the monkey.
Open to students who have taken 111 or 109 or one semester of college biology, and to juniors and seniors without prerequisite.

Not offered in 1982-83.

203 (1) Comparative Physiology and Anatomy of Vertebrates
A study of the functional anatomy of vertebrates. The course will cover topics in thermoregulatory, cardiovascular, respiratory, digestive, endocrine and muscle physiology. There will be some emphasis on locomotory adaptations and comparative environmental physiology. The laboratory sessions will be divided between anatomy and physiology.
Prerequisite: Biology 111, 109 or AP biology and juniors and seniors with permission of the instructor.

Mr. Langman

205 (1) Genetics
Principles of inheritance, structure and function of hereditary informational molecules, application of genetic principles to biological problems. Laboratory and lecture material selected from plant, animal, microbial, and human studies.
Prerequisite: 110 or by permission of the instructor.

Miss Widmayer, Mrs. Raper, Mrs. Dermody, Mrs. Hall

206 (1) Histology-Cytology I: Cell and Tissue Structure
The microscopic organization of animal cells and tissues. Ultrastructural and cytochemical features considered, especially in relation to functional activity. Laboratory study includes direct experience with selected histological and histochemical techniques.
Prerequisite: 110.

Mr. Smith

207 (2) Nonvascular Plants
Biology of algae, liverworts, and mosses. Laboratory includes microscopic observations of a diversity of genera and culturing of selected specimens.
Prerequisite: 111 or the equivalent or by permission of the instructor.

Not offered in 1982-83.

208 (2) Systematics of Vascular Plants
Introduction to classification and evolution of ferns, gymnosperms and angiosperms. Laboratories will emphasize field study and identification of common plant families and flora of New England.
Prerequisite: 111 or permission of the instructor.

Not offered in 1982-83.

Ms. Standley

Offered in 1983-84.

209 (1) Microbiology
Introduction to bacteriology, virology, and immunology. A detailed consideration of biological principles which characterize the microbial world. The microbiology of infectious disease and unique features of microorganisms will also be considered.
Prerequisite: 110 and one unit of college chemistry.

Mr. Hendricks

210 (2) Invertebrate Zoology
Comparative study of the major invertebrate groups emphasizing evolutionary trends and adaptations to the environment. Includes investigation of structure and function and field studies of ecological relationships.
Prerequisite: 111 or by permission of the instructor.

Not offered in 1982-83.

Mr. Williams

Offered in 1983-84.

212 (1) Fundamentals of Plant Structure
Study of how plants are constructed starting with the cell, leading to the organization of cells into tissues and the grouping of the tissues into the organs of the plant: leaf, stem and root. The development of the various plant structures as well as their adaptations to specific environments will also be considered. A brief survey of the vascular plants is included to illustrate evolutionary changes of plant structure. Laboratory includes light microscopy and related techniques and observation of prepared plant specimens and living material from the greenhouses.
Prerequisite: 111 or the equivalent or by permission of the instructor.

Ms. Hirsch

213 (1) Introduction to Psychobiology
An introduction to the study of the relationship between the nervous system and behavior with particular emphasis on the structure and function of the nervous system. Topics include basic neuroanatomy and neurophysiology, and brain mechanisms involved in such aspects of behavior as emotion, language, motivation, memory, sensation, and cognition. Emphasis on comparison of experiments with animal and human subjects in an effort to shed light on human cognitive functions. Laboratory.
Prerequisite: Psychology 101, and Biology 111 or 109.

Mr. Eichenbaum, Mr. Cohen

214 (2) Research Methods in Neurobiology
Specific research topics in neurobiology will be selected, presented and discussed by the instructor and students in a seminar format. Possible topics include development of the nervous system, comparative neurology, neuroendocrinology, neuromodulators, small nervous systems, and sociobiology. Laboratory exercises will focus on advanced techniques in small animal surgery, electrophysiology and new methods in histology as they are applied to research problems. The course will meet for one two-and-one-half hour seminar and one three-and-one-half hour laboratory per week.
Prerequisite: Biology 213 and permission of the instructor.

Mr. Eichenbaum

216 (2) Concepts in Growth and Development
Introduction to principles governing the growth and development of organisms. Lectures and laboratory integrate the use of plant, animal and microbial systems to illustrate concepts of development from the molecular to the gross morphological level.
Prerequisite: 110 and 111 or by permission of the instructor.

Mr. Webb, Ms. Hirsch, Mrs. Raper

302 (2) Animal Physiology
A study of organ systems in vertebrates. Half of this course will cover topics in cardiovascular, respiratory, digestive, excretory, and endocrine physiology. The other half will cover sensory, neural, and muscle physiology. Students gain experience in the use of various physiological measuring devices such as kymographs, polygraphs, strain gauges, pressure transducers, stimulators, oscilloscopes, and microelectrode recording equipment.
Prerequisite: 200 or 203 or 213 or by permission of the instructor.

Mr. Eichenbaum, Mr. Langman

304 (2) Histology-Cytology II: Structure of Organ Systems
Analysis of the microscopic organization of organ systems, particularly those of the mammal. Detailed examination of selected specialized cells; the relationship of ultrastructural and cytochemical features to principal physiological processes.
Prerequisite: 206.

Mr. Smith

305 (2) Seminar. Genetics
Topic for 1982-83: Extrachromosomal Genetic Elements. Critical examination and analysis of current understanding of the structure and role of extrachromosomal DNA and its influence on the structure and expression of chromosomal genes. Consideration of endosymbionts, transposable elements, plasmids and of recombinant and organelle DNA in a variety of eukaryotic systems.
Prerequisite: 205 and either 200 or Chemistry 211 and permission of the instructor or chairman.

Miss Widmayer

306 (2) Developmental Biology and Embryology
The first part of the semester is devoted to the study of human ontogenetic development, including some immunological aspects of pregnancy. The remainder of the semester is spent discussing current areas of interest in developmental biology (e.g., tumorogenesis, organization, and operation of the genome, pattern formation, hormone action). Emphasis on the experimental approaches used in determining the cellular and molecular mechanisms involved in developing systems. Students undertake group research projects which are designed to familiarize them with some of the methodology and equipment currently utilized in the experimental analysis of development.
Prerequisite: 216. Students without 216, who have taken 200 or 205, may enroll only with the permission of the instructor.

Mr. Webb

307 (1) Topics In Ecology
Topic for 1982-83: Plant Ecology. This course will consider the recognition of various kinds of plant communities, and how differences in the physiology, growth, and reproductive strategies of plant species affect the dynamics of populations and of communities. Students will gain familiarity with the current ecological literature and methods of analysis of vegetation. Laboratories will emphasize field study of populations and communities. Topic for 1983-84: Animal Ecology.
Prerequisite: 201 or permission of the instructor.

Ms. Standley

309 (1) Experimental Plant Biology
Topic for 1982-83: Laboratory Techniques for Basic Research in Agriculture. As land and energy sources dwindle, researchers are looking to ways to improve the efficiency of agriculture by increasing yield, eliminating the need for commercial fertilizers and herbicides, and decreasing susceptibility to pathogens. Basic research tools to study these problems include plant tissue culture, protoplast isolation, growth and manipulation, analyses of levels of nitrogen fixation by nodulated plants, selective plant breeding, and many others. Research publications regarding these techniques as well as the future potential for agricultural improvement will be discussed. One class meeting each week.
Prerequisite: 200 or 216 or by permission of the instructor.

Ms. Hirsch

310 (1) Seminar. Topics in Plant Biology
Topic for 1982-83: Plant Productivity.
A consideration of the biological, social and political factors involved in food production and distribution. Topics include N_2 fixation, genetic engineering, photosynthesis, photo respiration and agricultural techniques in developed and underdeveloped nations.
Prerequisite: 200 and 205.

Mr. Harris

312 (1) Seminar. Endocrinology
Selected topics on the regulation and action of hormones and neurohormones in vertebrates. Emphasis on the study of current literature.
Prerequisite: 200 and 205 or permission of the instructor. 302 is strongly recommended.

Mrs. Coyne

313 (1) Microbial Physiology and Cytology
The study of the chemical activities (cellular growth and its physiological basis, metabolic patterns, biochemical genetics, and relation of structure to function) of microorganisms as model systems in order to explain living processes in molecular terms. Emphasis on experimental approaches and current literature. In the laboratory, groups carry out a number of experimental problems designed to allow the development of research techniques and analysis.
Prerequisite: 200 and 205 or permission of the instructor.

314 (2) Topics in Microbiology
Topic for 1982-83: Immunology. The seminar this year will focus on one specific area of immunology; possible topics are auto-immune diseases, immuno-deficiencies, transplantation immunity, histocompatibility antigens, and immunologic suppression. Students will be expected to read and evaluate articles from the current literature; active participation in class discussions will be important. In addition, each student will be responsible for leading a seminar discussion.
Prerequisite: 200, Chemistry 211, and by permission of the instructor.

Mr. Hendricks

319 (2) Advanced Cytology: Biological Ultrastructure
Introduction to the principles and procedures of electron microscopy using animal tissues. Emphasis on interpretation of ultrastructural features of cells and their components with particular regard to function. A knowledge of the basic structure of animals, especially at the cell and tissue level is essential. In addition, a knowledge of the fundamental principles of biochemistry is recommended.
Prerequisite: Biology 304 and Chemistry 211 or permission of the instructor.

Mr. Smith

330 (1) Seminar
Topic for 1982-83: Experimental Biology in Lower Eukaryotes. Model experimental systems among a select variety of fungi, algae, and protozoa will be considered in depth as each is uniquely suited to the study of specific biological phenomena of basic important to all living forms, e.g., control of cell cycle growth and development, transport mechanisms and organelle biology. Demonstrations in the laboratory will supplement discussion of readings from current literature.
Prerequisite: 205 and either 200 or 216. Open only by permission of the instructor.

Mrs. Raper

331 (2) Seminar
Topic for 1982-83: Evolutionary Biology. The biological mechanisms of evolution, with consideration of molecular evolution and the maintenance of genetic variability, macroevolution and model of speciation, and sociobiology and the levels of selection. Discussion of readings from the current literature.
Prerequisite: 201 or 205.

Mr. Williams

350 (1) (2) Research or Individual Study 1 or 2
Open to juniors and seniors by permission.

370 (1-2) Thesis 2 to 4
Open only to honors candidates.

CROSS-LISTED COURSES

Chemistry 323 (1)
Chemical Aspects of Metabolism
For description and prerequisite see Chemistry 323.

Chemistry 324 (2)
Chemistry of Biological Phenomena
For description and prerequisite see Chemistry 324.

Extradepartmental 112 (2)
Evolution: Change Through Time
For description and prerequisite see Extradepartmental 112.

DIRECTIONS FOR ELECTION

A major in biological sciences must include 110 and 111 or their equivalent and at least two of the following Grade II courses: 200, 205 and 216. Students are advised to check the prerequisites for Grade III courses carefully so they will have taken the appropriate Grade II courses early enough to enter the Grade III work of their choice: the required Grade II work should be completed within the first 5-6 units in the major. At least two Grade III units must be taken at Wellesley. One of these Grade III units, exclusive of 350 or 370 work, must require laboratory experience. In addition to eight units in biological sciences, two units of college chemistry are also required. Additional chemistry is strongly recommended or required for certain Grade III courses. Courses 323, 324, 350 and 370 do not count toward a minimum major in biology.

Courses 108, 109, and 112, which do not ordinarily count toward the minimum major in biological sciences, do fulfill the College distribution requirements for the degree; 108 as a laboratory science; 109 and 112 as non-laboratory science courses. Independent summer study will not count toward the minimum major. Course 213 does not fulfill the Group B distribution requirement for biology majors.

Within the major, students may design a program in general biology or one which emphasizes subjects dealing with animals, plants, or microorganisms. A broad training in the various aspects of biology is recommended.

Students interested in an interdepartmental major in molecular biology are referred to the section of the Catalog where the program is described. They should consult with Mrs. Levy, the director of the molecular biology program.

Students interested in an interdepartmental major in psychobiology are referred to the section of the Catalog where the program is described. They should consult with Mr. Eichenbaum and Ms. Koff, the directors of the psychobiology program.

Students interested in an individual major in environmental sciences should consult a faculty member who teaches 201.

Freshmen with advanced placement or with 110 or 111 exemptions are advised to consult the chairman before continuing the core curriculum.

Students planning graduate work are advised to take calculus, statistics, organic chemistry, two units of physics, and to acquire a working knowledge of computers and a reading knowledge of a second language. They should consult the catalogs of the schools of their choice for specific requirements.

Premedical students are referred to the requirements given on p. 35.

Black Studies

Professor:
Martin (Chairman)

Assistant Professor:
Jackson

Instructor:
Henderson

Lecturer:
Darling

** Course may be elected to fulfill in part the distribution requirement in Group A

*** Course may be elected to fulfill in part the distribution requirement in Group B^1 or Group B^2 as designated.

105 (1)*^{2} Introduction to the Black Experience**
This course serves as the introductory offering in Black Studies. It explores in an interdisciplinary fashion salient aspects of the Black experience, both ancient and modern, at home and abroad. Open to all students.

Mr. Martin

150 (1) (2) Colloquia
For directions for applying see p. 47. Open by permission to a limited number of freshman and sophomore applicants.

(1)*^{1}
The Harlem Renaissance
The Harlem Renaissance of the 1920s and 1930s was the first "golden age" of Afro-American literature. The course will focus on the search for a new literary tradition and the beginnings of modernism in Afro-American literature. Authors will include Jean Toomer, Langston Hughes, Zora Neale Hurston, Wallace Thurman, Nella Larsen, Countee Cullen, George Schuyler and others.

Ms. Henderson

(2)*^{1}
The Internationalization of Black Power
The Black Power movement of the 1960s and 1970s represents one of the most militant periods in Afro-American history. As in the case of the New Negro movement after World War I, the Black Power idea spread quickly to Black populations in many countries. The colloquium will discuss some of the highlights of the Black Power era in the United States, Canada, Britain and the Caribbean.

Mr. Martin

200 (2)*^{1} Africans in Antiquity**
Highlights of the African experience in the pre-Christian era: African origins of humankind; African Egypt; Nubia, Kush, and Ethiopia; Egyptian/Ethiopian influences on the beginnings of Western civilization; Africans in Greece and Rome; Africans in the Bible; ancient Africans in the Americas. Open to all students.

Not offered in 1982-83.

Mr. Martin

202 (2)* *^{1} Introduction to African Philosophy**
Initiation into basic African philosophical concepts and principles. The first part of the course deals with a systematic interpretation of such questions as the Bantu African philosophical concept of Muntu and related beliefs, as well as Bantu ontology, metaphysics, and ethics. The second part centers on the relationship between philosophy and ideologies and its implications in Black African social, political, religious, and economic institutions. The approach will be comparative. Offered in alternation with 211.
Open to all students except those who have taken [302].

Mr. Menkiti

205 (2)*^{2} The Politics of Race Domination in South Africa**

Not offered in 1982-83.

The Staff

206 (1)*^{1} Afro-American History, 1500-Present**
Afro-American history to 1865. Study of the political, economic, and social development of American Blacks from their African origins to the end of the Civil War.
Open to all students except those who have taken 207.

Ms. Darling

211 (2)* ** Introduction to African Literature
The development of African literature in English and in translation. Although special attention will be paid to the novels of Chinua Achebe, writers such as James Ngugi, Camara Laye, Wole Soyinka, Ezekiel Mphahlele, and Christopher Okigbo will also be considered. The influence of oral tradition on these writers' styles as well as the thematic links between them and writers of the Black awakening in America and the West Indies will be discussed as time allows. Offered in alternation with 202.
Open to all students.

Not offered in 1982-83.

Mr. Menkiti

212 (2) Black Women Writers**
The Black woman writer's efforts to shape images of herself as Black, as woman and as artist. The problem of literary authority for the Black woman writer, criteria for a Black woman's literary tradition and the relation of Black feminism or "womanism" to the articulation of a distinctively Black and female literary aesthetics.
Open to all students.

Ms. Henderson

214 (2)*[2] Blacks and the United States Supreme Court**
An analysis of the Supreme Court and its impact on the lives and experiences of Black Americans. Particular concern will focus on the Court's role as protector-creator of fundamental rights and privileges for Black Americans.
Open to sophomores, juniors, and seniors without prerequisite and to freshmen by permission of the instructor.

Mr. Jackson

215 (1)*[2] Race and Racism in American Politics**
An introductory examination of the efforts by Blacks in the United States to realize various degrees of political effectiveness within the context of American politics. Particular attention will be focused on the special difficulties presented by the phenomena of race and racism as Blacks have sought to enjoy full citizenship status in the U.S. Some comparisons with other groups in the American political system.
Open to all students.

Mr. Jackson

216 (1)* History of the West Indies**
Survey of political, economic, and sociological factors shaping West Indian society. Topics covered include Africans in the New World before Columbus, genocide against the indigenous peoples, slavery and slave revolts, immigration and emigration, the West Indies and Africa, the West Indies and Afro-America, the struggle for majority rule, the spread of United States influence, independence and its problems.
Open to sophomores, juniors, and seniors without prerequisite and to freshmen by permission of the instructor.

Mr. Martin

222 (1)*[1] Images of Blacks and Women in American Cinema**
The creation of images and their power to influence the reality of race and sex in the American experience. Viewing and analysis of American cinema as an artistic genre and as a vehicle through which cultural and social history is depicted.
Open to all students.

Ms. Darling

225 (2)* Psychology and People of Color**
The historical development and contemporary dimensions of scientific racism in psychology. People of color in the context of oppression and transformative praxis.
Open to all students.

Ms. Darling

230 (2)* Black and Third World Women**
An analysis of the economic, social, political and cultural role of women of color; their historical relationship to their respective societies and the reasons for their oppression. Examination of analytical, fictual and audio/visual sources.
Open to all students.

Ms. Darling

264 (1) Black Literature in America**
A survey of the Afro-American experience as depicted in literature from the 18th century through the present. Study of various forms of literary expression including the short story, autobiography, literary criticism, poetry, drama, and essays as they have been used as vehicles of expression for Black writers during and since the slave experience.
Open to all students.

Ms. Henderson

265 (2) The Afro-American Expatriate Writer**
The effects of living abroad on the fiction of selected major and minor 20th century Black authors.
Open to all students.

Ms. Henderson

310 (2) Seminar. Black Literature**
Topic for 1982-83: Class, Race and Sex: Protest Literature of the 1930s. Proletarian, race and feminist fiction and its relation to the society of the period. Efforts of selected artists to unite ideology and art, politics and aesthetics.
Open to qualified juniors and seniors and by permission to sophomores with a strong background in Black Studies.

Ms. Henderson

312 (2)* Urban Black Politics in the South**
The political modernization paradigm has been extensively used by political scientists in their examinations of African, Asian, and Latin American countries. This seminar will use this approach in an effort to examine recent political changes in the urban South. Materials based on the Atlanta, Birmingham, Houston, New Orleans, and Durham experiences will be emphasized.
Open to qualified juniors and seniors.

Not offered in 1982-83.

Mr. Jackson

317 (1)*2 Political Sociology of Afro-Americans
An explanatory analysis of the changing political and social indices operative in the Black community. Emphasis will be placed on the political and social patterns that have emerged as a result of these changes.
Open to juniors and seniors or by permission of the instructor.

Mr. Jackson

319 (2)*1 Pan-Africanism
The historical efforts of African peoples all over the world to unite for their mutual advancement. Such topics as 19th-century emigrationist movements to Liberia and elsewhere, the role of Afro-American churches in African nationalism, the Pan-African congress of W.E.B. DuBois, the Garvey movement, the Communist International and Pan-Africanism, Pan-Africanism in the 1960s, Pan-Africanism on the African continent.
Open to sophomores, juniors and seniors with at least one course in Black Studies or the equivalent.

Not offered in 1982-83.

Mr. Martin

320 (1)*2 Black Institutions
An overview of the role of Afro-American institutions as expressions of Afro-American cultural autonomy. The focus of this course will be the Black church in general, and the African Methodist Episcopal Church in particular, as we look at the ways in which Afro-American schools, businesses, fraternal and civil rights organizations serve to institutionalize the values of Afro-American life.
Open to qualified juniors and seniors.

Mr. Jackson

340 (2)* Seminar. Afro-American History**
Topic for 1982-83: Black Political and Social Thought. The theories of Black nationalism, integrationism and socialism in relation to Afro-America. The ways in which these competing ideologies have manifested themselves in practice in Afro-American intellectual history.
Open to qualified juniors and seniors and by permission to sophomores with a strong background in Black Studies.

Mr. Martin

345 (2) Seminar. Issues in Third World Development
Topic for 1982-83: Women and International Development. Interdisciplinary approaches to examining the impact of change on contemporary events which have shaped international development with an analysis of applicable development theories as they identify salient issues in women's lives. The cross-cultural focus examines women of color in the West and elsewhere in the Third World through some of these issues: agriculture, health, nutrition, urban living, education and communications, family planning, women's organizations, technology, the law, energy, migration and employment, public administration and religion. Open to qualified juniors and seniors or by permission of the instructor.

Ms. Darling

350 (1) (2) Research or Individual Study 1 or 2
Open by permission to juniors and seniors.

370 (1-2) Thesis 2 to 4
Open only to honors candidates.

The following courses are offered as related work by other departments where they are described. Courses from this list may be counted toward the major, provided that a minimum of six courses is elected from the Black Studies departmental offerings.

History 267 (2) African Historical Traditions
See History 267.

History 268 (1) Africa in the Modern World
See History 268.

Music 106 (2)* Afro-American Music
See Music 106.

DIRECTIONS FOR ELECTION

The requirements for the major are consistent with the concept of Black studies as a multidisciplinary field of study. The requirements are designed to provide a wide range of knowledge and analytical ability as well as a firm foundation in an area of specialization, such as sociology, history, political science, or literature.

It is suggested that two units be elected in each of the three general areas of Black history, humanities, and the social sciences as multidisciplinary training. As the basic introduction to the discipline of Black Studies, 105 is strongly recommended of all majors. Units taken at another institution to fulfill any departmental requirements must be approved by the department.

A minimum of six courses must be elected from Black Studies department courses. The others may be elected, after consultation with your advisor, from related courses taught in other departments or from courses taken on exchange.

Chemistry

Professor:
Crawford, Webster, Rock, Loehlin (Chairman), Hicks
Associate Professor:
Coleman, Kolodny, Levy
Assistant Professor:
Haines, Hearn, Merritt
Laboratory Instructor:
Darlington, dePamphilis P, *Mann, Smith* P, *Lieberman* P, *Turnbull* P

Unless otherwise noted, all courses meet for two periods of lecture and one three-and-one-half hour laboratory appointment weekly and one 50-minute discussion period every other week, at the pleasure of the instructor. The selected topics courses will generally be taught without laboratory, but may include laboratory for some topics. Calculators may be used in all chemistry courses.

Ordinarily students who have taken one year of high school chemistry should elect 114. Chemistry 113 is intended for students who have not studied chemistry within the past four years and leads to 115. Chemistry 120 replaces 114 and 115 for students with more than one year of high school chemistry.

102 (2) Contemporary Problems in Chemistry II
Consideration of selected aspects of chemistry and related chemical concepts. Topic for 1982-83: to be announced. There will be no scheduled discussion session. Not to be counted toward the minimum major. Students wishing credit for more than one unit of 102 should consult the department.
Open to all students except those who have taken any Grade I course in the department.
The Staff

113 (1) Fundamentals of Chemistry
The periodic table, chemical formulas and equations, atomic and molecular structure, chemical bonding, chemistry of the transition elements, nuclear chemistry, states of matter. Three periods of lecture and one three-and-one-half hour laboratory appointment weekly.
Open only to students who have not taken a chemistry course within the past four years, and to students who feel that their preparation in high school chemistry is equivalent to less than one full year. Serves as prerequisite for 115.
Ms. Merritt

114 (1) (2) Introductory Chemistry I
Atomic and molecular structure, chemical bonding, chemistry of the transition elements, nuclear chemistry, states of matter.
Open only to students who have taken one year of high school chemistry. Not open to students who have taken [110] or [111].
The Staff

115 (1) (2) Introductory Chemistry II
Properties of solutions, chemical kinetics and equilibrium, acids and bases, thermochemistry, electrochemistry, chemistry of the elements.
Prerequisite: 113 or 114. Not open to students who have taken [105], [106], [107], or [108].
The Staff

120 (1) Intensive Introductory Chemistry
A one-semester alternative to Introductory Chemistry I and II for students who have taken more than one year of high school chemistry. Atomic and molecular structure, chemical bonding, properties of liquids and solutions, chemical equilibria, thermochemistry, electrochemistry, chemical kinetics.
Open only to students who have taken more than one year of high school chemistry. Not open to students who have taken any Grade I chemistry course.
Ms. Kolodny

211 (1) (2) Organic Chemistry I
A study of the synthesis and reactions of typical organic compounds with emphasis on the chemistry of aliphatic molecules.
Prerequisite: [110], 115 or 120 or by permission of the department.
Miss Crawford, Miss Webster

222 (2) An Introduction to Biochemical Principles
A study of the chemistry of proteins, nucleic acids, and selected metabolic pathways.
Prerequisite: 211 and one year of high school biology or Biology 110.

231 (1) (2) Physical Chemistry I
Properties of gases, chemical thermodynamics, properties of solutions and chemical kinetics. Second semester will have special emphasis on biochemical examples.
Prerequisite: [110], 115, 120, or permission of the department, Mathematics 116, and Physics 104 or 105 or 106 or 107 or 110.

Ms. Rock, Mr. Loehlin

241 (1) Inorganic Chemistry
Chemical periodicity, structure and reactivities in inorganic systems.
Prerequisite: 211.

Mr. Coleman

261 (2) Analytical Chemistry
Classical and instrumental methods of separation and analysis, quantitative manipulations, statistical treatment of data.
Prerequisite: 211 or 231 or by permission.

Ms. Merritt

306 (2) Seminar
Each year an important topic will be studied from a variety of chemical perspectives. Topic for 1982-83 to be announced. One two-period meeting per week. No laboratory.
Open to all students regardless of major who have completed two units of chemistry beyond the Grade I level and who have permission of the instructor.

309 (1)* Selected Topics in Analytical Chemistry
Topic for 1982-83: Modern Separations Techniques.
Prerequisite: 261 and permission of the department.

Ms. Merritt

313 (1) (2) Organic Chemistry II
A continuation of 211, with emphasis on the chemistry of aromatic molecules. Prerequisite: 211.

Mr. Haines, Mr. Hearn

317 (1) Organic Chemistry III
An examination of fundamental topics such as the nonclassical ion controversy, electrocyclic rearrangements, functional group preparations by novel methods, synthetic strategy. Related laboratory work and readings will be taken from primary research literature. There will be no regularly scheduled discussion session.
Prerequisite: 313.

Mr. Hearn

319 (2)* Selected Topics in Organic Chemistry
Normally a different topic each year.
Prerequisite: 313 and permission of the department.

Not offered in 1982-83.

Mr. Rosenfeld

323 (1) Chemical Aspects of Metabolism
An examination of reaction mechanisms, mechanism of enzyme and coenzyme action, interrelationships and regulation of metabolic pathways.
Prerequisite: 211 and Biology 200; or 222.

Ms. Hicks

324 (2) Chemistry of Biological Phenomena
A consideration of topics of current research interest such as neurotransmitters and receptors, interferon, nucleic acid structure, antigen-antibody interactions.
Prerequisite: 323 or 222 or [326].

Mrs. Levy

329 (1)* Selected Topics in Biochemistry
Topic for 1982-83: Biological Calcification.
Prerequisite: one unit of biochemistry and permission of the department.

Mrs. Levy

333 (2) Physical Chemistry II
Quantum chemistry and spectroscopy. Structure of solids and liquids.
Prerequisite: 231, Physics 106 or 110 and Mathematics [201], [215], or 205.

Ms. Kolodny

339 (2)* Selected Topics in Physical Chemistry
Topic for 1982-83: Lasers in Chemistry.
Prerequisite: 231 and permission of the department.

Ms. Rock

349 (2)* Selected Topics in Inorganic Chemistry
Normally a different topic each year.
Prerequisite: 241 and permission of the department.

Not offered in 1982-83.

350 (1) (2) Research or Individual Study 1 or 2
Open by permission to students who have taken at least two units in chemistry above the Grade I level.

370 (1-2) Thesis 2 to 4
Open only to honors candidates.

DIRECTIONS FOR ELECTION

Chemistry 113 or 114 serves as prerequisite for 115. Final assignment to one of these courses or to 120 will be made by the staff of the chemistry department.

A major in chemistry must include [110], or [111] or 115 or 120 (or their equivalent), 211, 231, 313, and 333, plus two additional units at the Grade II or Grade III level exclusive of 350 and 370. In addition, Mathematics [201], [215] or 205 and a Grade II unit of physics with laboratory are required.

Students planning graduate work in chemistry or closely allied fields should plan to elect 241 and 261, and should also strongly consider additional mathematics and physics courses. A reading knowledge of German and either French or Russian is required in many graduate programs.

Students planning to elect Organic Chemistry I and II are urged to elect both units I and II in the same academic year whenever possible.

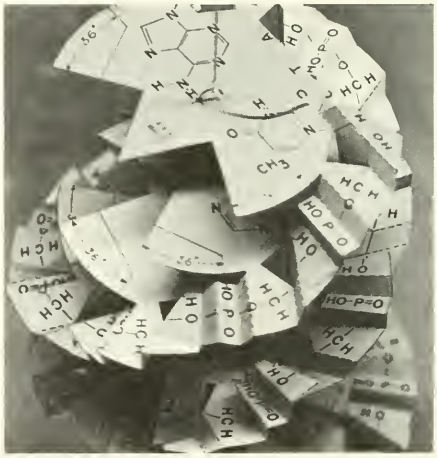
Students interested in biochemistry or molecular biology are referred to the section of the Catalog where the interdepartmental major in molecular biology is described. They should consult with the director of the molecular biology program.

Premedical students are referred to the requirements given on p. 35. Note that either 231 or 313 is acceptable to most medical schools as the fourth chemistry unit.

The American Chemical Society has established a set of requirements which it considers essential for the training of chemists. Students wishing to meet the standard of an accredited chemist as defined by this society should consult the chairman of the Department of Chemistry.

Placement and Exemption Examinations

For exemption with credit, students will be expected to submit laboratory notebooks or reports.



Chinese

Professor:
Lin [A]

Assistant Professor:
Lam (Chairman), Liu [A2]

Instructor:
C. Yao, Van Zoeren [P], *Chiang* [P]

Lecturer:
T. Yao [P], *Crook*

101 (1-2) Elementary Spoken Chinese 2
Introduction to vernacular Mandarin Chinese. Pronunciation, sentence structure, and conversation. Three periods. 101 and 102 combined form the first-year Chinese course.
Open to all students with no background or no previous formal Chinese language training. Corequisite: 102.

Mr. Crook, Mrs. T. Yao

102 (1-2) Basic Chinese Reading and Writing
Analysis of grammar and development of reading skills of simple texts and in character writing in both regular and simplified forms with emphasis on vocabulary currently used in People's Republic of China. One period with additional hour for smaller group discussions or individual assignments. 101 and 102 combined form the first-year Chinese course.
Open to all students with no background or no previous formal Chinese language training. Corequisite: 101.

Mrs. T. Yao, Mr. Crook

151 (1-2) Advanced Elementary Chinese 1
Intensive oral training and practice in reading and writing with particular stress on sentence structure and vocabulary building.
Open to students who can read and write some Chinese with a speaking ability of either Mandarin or any kind of Chinese dialect. More advanced students can enroll for second semester only by permission of the department chairman.

Mr. Liu

152 (2) Advanced Elementary Chinese 2
Logical continuation of 151. Students are urged to take both 151 and 152. Two units of credit are given only after completion of 152, the preparation for advanced work in 201-202.
Prerequisite: more advanced students can be enrolled for only 152 by permission of the department chairman.

Mr. Crook

201 (1-2) Intermediate Chinese Reading 2
Reading with emphasis on vocabulary building; review and further development of sentence structure, composition, and oral expression. Newspaper reading. Two periods with additional hour for smaller group discussions or individual assignments. 201 and 202 combined form the second-year Chinese course.
Prerequisite: 101 and 102 taken concurrently, or by permission of the instructor. Corequisite: 202.

Mrs. Lam, Ms. C. Yao

202 (1-2) Intermediate Conversational Chinese
Discussion of current events and cultural topics combined with use of videotapes. Two periods. 201 and 202 combined form the second-year Chinese course.
Prerequisite: same as for 201. Corequisite: 201.

Ms. C. Yao, Mrs. Lam

252 (1) Readings in Modern Style Writings
Reading and discussion in Chinese of selections from contemporary Chinese writings, including plays, poetry, and essays on various topics such as economics, history, philosophy, political theory, and sociology. Three periods.
Prerequisite: 201 and 202 taken concurrently, or by permission of the instructor.

Mrs. T. Yao

300 (2) Readings in Contemporary Chinese Literature
Reading and discussion in Chinese of selections from short stories and novels. Readings from 1919 to the present. Three periods.
Prerequisite: 252 or by permission of the instructor.

Ms. C. Yao

301 (1) Readings in Expository Writings of People's Republic of China
Readings and discussions in Chinese of selections from People's Republic of China, including the works of Mao Zedong and important issues of various current events and focus on practice in writing and translating in documentary style. Three periods.
Prerequisite: 252 or by permission of the instructor.

Not offered in 1982-83.

310 (1) Introduction to Literary Chinese
Wen-yen grammar, reading, and discussion in Chinese of selections of simple texts in classical Chinese. Two periods.
Prerequisite: 252 or by permission of the instructor.

Ms. C. Yao

311 (2) Readings in Classical Chinese
Reading and discussion in Chinese of selections of poetry, prose, traditional short stories, and novels. Two periods.
Prerequisite: 310 or by permission of the instructor.

Mrs. Lam

312 (1) Readings in Contemporary Developmental Issues of China
Texts from Mainland China and Taiwan chosen to improve reading, discussion, and translation skills. Emphasis on issues of contemporary cultural development as seen in works of scholarship, government publications, and case studies documenting various developmental models. Where applicable, students may translate western studies of Chinese development from English to Chinese and apply their knowledge in comparing socioeconomic and political models. Two periods. Offered in alternate years.
Open to students who have taken at least one Grade III course in this Department or by permission of the instructor.

Mr. Crook

316 (2) Seminar. Chinese Literature in the Twentieth Century
Study of works and authors in Chinese theatre, poetry, novels, etc. Topic will be changed every year so students can elect repeatedly.
Prerequisite: 300 or 301 or by permission of the instructor.

Not offered in 1982-83.

349 (2) Seminar. Topics in Literary Chinese
Reading and discussion in Chinese of premodern literary writings. Topic for 1982-83: A study of verses written before the 13th century with special attention to poetry of the T'ang dynasty and themes related to women. This course is conducted in Chinese. Topic will be changed every year so students can elect repeatedly.
Prerequisite: 310 or 311 or by permission of the instructor.

Mr. Chiang

350 (1) (2) Research or Individual Study 1 or 2
Open by permission to qualified students.

CROSS-LISTED COURSES

Extradepartmental 106 (2)
Introduction to Chinese Culture
For description and prerequisite see Extradepartmental 106.

Extradepartmental 141 (2)
China on Film
For description and prerequisite see Extradepartmental 141.

Not offered in 1982-83.

Extradepartmental 241 (2)
Chinese Poetry and Drama in Translation
For description and prerequisite see Extradepartmental 241.

Not offered in 1982-83.

Extradepartmental 242 (2)
Chinese Fiction in Translation
For description and prerequisite see Extradepartmental 242.

Not offered in 1982-83.

Extradepartmental 330 (1)
Literary Images of "Women of Intellect" – East and West
For description and prerequisite see Extradepartmental 330.

DIRECTIONS FOR ELECTION

Students who major in Chinese studies or East Asian studies should consult the chairman of the department and the advisor early in the college career.

For students majoring in Chinese studies, the minimum requirement is extensive Chinese language training, and literature in the original Chinese is highly recommended. Students who wish to take Chinese 252 or other courses in Chinese literature are advised to have a knowledge of Chinese culture or history. For this, Extradepartmental 106, History 275 and 276 are recommended.

For students majoring in East Asian studies who do not intend to do graduate work, at least one year of Chinese is encouraged, but not required. Students who wish to do graduate work in East Asian studies are advised to complete at least two years of Chinese language training.

Course 350 is an opportunity for properly qualified students to work independently in fields not covered in other courses in the department. It can also provide continuing study in classical Chinese literature.

Computer Science

Assistant Professor:
Roberts (Chairman), Joni, Finn

Lecturer:
Lonske

Computer Science 110, 230, 240, 301 and 310 correspond in content to Extradepartmental 110, 230, 240, 261 (note change in Grade level) and 310 offered in previous years and are considered equivalent within the prerequisite structure and for the major. Students may not elect Computer Science courses for credit if they have taken the equivalent Extradepartmental course.

110 (1) (2) Introduction to Computer Programming and Computation
Introduction to the science of computation and problem-solving techniques in the BASIC programming language. Focus on the development of good programming style and experience with modern programming methodology in a range of application areas. The use of Wellesley's DECsystem-20 computer, the use of the EMACS editor and the impact of computers on society. No prior background with computers or mathematics is expected. This course does not count toward the Group C distribution requirement. Open to all students.

The Staff

120 (2) Computer Science and Its Applications
Illustrates the use of computers and computational techniques to solve problems chosen from a variety of application areas. Concentrates on the development of good programming style and programming experience, using both BASIC and FORTRAN as implementation languages. Topics include: program design and organization, structured programming methodology, use of advanced language facilities (files, functions, and procedures), simulations and models, management of large programs and data structure design. Designed for students whose primary interest is in areas outside of computer science who want to pursue their understanding of computer science and its applications beyond the level of Computer Science 110. This course does not count toward the Group C distribution requirement.
Prerequisite: Mathematics 104 or 115 and Computer Science 110 or permission of the instructor based on equivalent preparation from previous computer experience.

The Staff

230 (1) (2) Information Structures and Algorithmic Techniques
An introduction to the PASCAL programming language and the theory and application of data structuring techniques. Topics include: internal data representations, abstract data types, stacks, recursion, pointers, list structures, trees and file storage.
Prerequisite: 120 or permission of the instructor based on a strong performance in Computer Science 110 or equivalent preparation elsewhere.

The Staff

240 (1) Organization of Computer Systems
An investigation of the issues that arise in the design of large and complex programming systems using Wellesley's DECsystem-20 computer as model. Topics include: machine language programming, operating system principles and the programming methodology required to manage complex systems.
Prerequisite: 230.

Mr. Roberts

301 (2)* Theory of Programming Languages
A survey of the techniques used in the design of a modern programming language and in the implementation of programming language translators. Emphasizes the relationship of research in computer science to the problems of programming language translation and considers such questions as the theory of parsing, formal languages and their grammars, table-driven lexical analysis, code generation and optimization.
Prerequisite: 240 and Mathematics 225 or permission of the instructor. Not open to students who have taken Extradepartmental 261.

Mr. Roberts

Not offered in 1983-84.

302 (2)* Artificial Intelligence
A study of current research methods and fundamental concepts in artificial intelligence. To provide a basis for discussion in a practical environment, the LISP language and its derivatives (such as PLANNER) which are used in most research projects will be studied in detail. Additional topics covered will include structures for the representation of knowledge, models of learning and cognition, a survey of current work in the field and philosophical critiques of machine intelligence.
Prerequisite: 230 and Mathematics 225 or permission of the instructor.

Not offered in 1983-84.

310 (2)* Mathematical Foundations of Computer Science
A survey of topics in the mathematical theory of computation. Includes material in the following areas: abstract automata theory, computability and decidability, computational complexity, recursive function theory and combinatorial algorithms on trees and graphs.
Prerequisite: 230 and Mathematics 225 or permission of the instructor.

Not offered in 1982-83.

349 (1) Seminar. Topics in Computer Science
A seminar on topics in advanced computer science. Topic for 1982-83: Analysis of Algorithms. Open to seniors and qualified juniors majoring in computer science.

Mr. Finn

350 (1) (2) Research or Individual Study
Open by permission to juniors and seniors.

370 (1-2) Thesis
Open only to honors candidates in computer science.

DIRECTIONS FOR ELECTION

A major in computer science must include Computer Science 230 and 240, Mathematics 225 and at least one additional course in Mathematics at the Grade II or Grade III level, and at least two Grade III courses in Computer Science, not including 349, 350, or 370.

Additional related courses to complete the required minimum of eight units in the major are subject to individual approval by the Computer Science Department. Courses which will be considered for acceptance include: all Grade II and Grade III courses in Computer Science, courses in the Department of Mathematics or other areas related to Computer Science, and MIT courses in Computer Science or related fields.

Students who expect to go on to do graduate work in computer science are encouraged to concentrate on developing their background in mathematics and are especially encouraged to elect Mathematics 305. In addition, students who are planning either graduate study or work in the more technically exciting areas of computer science are further encouraged to get as much laboratory experience as possible, either through a 350/370 project or appropriate courses at MIT. All candidates for honors will be required to complete Computer Science 349 and two semesters of thesis work (370). An oral examination is required in all honors programs.

Economics

Professor:
Bell [A], *Goldman, Morrison*

Visiting Professor:
Sparks [A1]

Associate Professor:
Case (Chairman)

Assistant Professor:
Matthaei, Amott [A], *Grant* [A], *Nichols, Lindauer, Klamer, Baum, Sjogren, Wulwick*

Instructor:
Norton, Kamas-Mefford, Joyce, Strassman [P]

Lecturer:
Gough, Jr. [P]

101 (1) (2) Survey of Modern Economics —Microeconomics
102 (1) (2) Survey of Modern Economics — Macroeconomics 1 each
Each course, which may be taken independently and in either order, presents a view of our market economy, beginning with the nature of economics and economic systems, supply and demand analysis, and the development of economic thought. 101, microeconomics, is an analysis of the choices individuals and firms make in the markets where they buy and sell. It deals with questions of equity and efficiency. Policy problems include income distribution, competition and its regulation, health and education as human capital investment, and current economic topics. 102, macroeconomics, is an analysis of the aggregate dimensions of the economy: GNP, national income and employment, price levels and inflation, money and banking, international trade and investment. Policy problems include the role of government, prosperity and depression, investment and economic growth, worldwide economic development, and current economic topics. All sections present the same course; individual instructors may offer slightly different material and problem sets. Small classes allow for discussion.
Open to all students.
The Staff

201 (1) (2) Microeconomic Analysis
Microeconomic theory; analysis of the individual household, firm, and industry. Two sections each semester. In the second semester, one section will require Mathematics 115 (or the equivalent) and will use differential calculus in exposition of the material and in required work.
Prerequisite: 101 *and* 102.
Ms. Matthaei, Mr. Nichols, Ms. Kamas-Mefford

202 (1) (2) Macroeconomic Analysis
Analysis of aggregate income, output, employment, and the price level. Analysis of policies to control inflation and unemployment.
Prerequisite: 101 *and* 102.
Ms. Baum, Mr. Klamer, Mr. Sparks

203 (2) Economic Development: The European Experience
Description and analysis of the economic development of Western Europe from the Middle Ages to the 20th century. Particular emphasis on interrelationships among economic, demographic, and institutional changes which accompany the transformation of agriculture and the Industrial Revolution.
Prerequisite: 101 *and* 102.
Mr. Norton

204 (1) American Economic History
Description and analysis of the growth and development of the U.S. economy and its institutions from Colonial times to the 20th century. Emphasis on the "new" economic history: explicit economic models and quantitative methods to analyze historical phenomena, including slavery and the South, the industrial economy and its labor force, the transportation revolutions, and government's role in economic change.
Prerequisite: 101 *and* 102.
Mr. Norton

205 (1) (2) The Corporation
The development of the modern corporation and its place in the economy. Corporate organization and financial management. Financial markets; the technical and fundamental aspects of the stock market. Government regulation of corporations and markets. Limited to fifty students; preference to seniors.
Prerequisite: 101 *and* 102.

Mr. Joyce

210 (1) Financial Markets and the Economy
An analysis of the role of commercial banks and other financial institutions in the economy. Microeconomics of financial intermediaries. The Federal Reserve System, regulation of financial institutions and monetary policy.
Prerequisite: 101 *and* 102.

Mr. Joyce

211 (1) (2) Statistics and Econometrics
Descriptive statistics and an introduction to statistical inference. Expected values, probability distributions, and tests of significance. Classical models of bivariate and multiple regression. Problem solving using the computer.
Prerequisite: 101 *and* 102, or for students who have completed one course, and are taking the other, and with instructor's permission in certain cases. See *Handbook*.

Mr. Morrison, Mr. Case

212 (2) The Economics of Money and Credit
Seminar for student exploration of policy, theory, historical development of monetary institutions, the operations of financial institutions and other participants in monetary activities.
Prerequisite: 101 *and* 102

Ms. Wulwick

214 (2) International Finance
International monetary problems, institutions and policy.
Prerequisite: 101 *and* 102.

Ms. Kamas-Mefford

216 (2) Elementary Mathematical Economics
Mathematical foundations of elementary economic theory; fundamentals of relevant advanced theory. Mathematical applications of economic analysis; mathematical problem solving in the social scince.
Prerequisite: 101, 102, and Mathematics 115.

Not offered in 1982-83.

Offered in 1983-84.

217 (1)* Topics in Mathematics and Economics
Applications of calculus and linear algebra to economic analysis. Topics selected from: linear and general optimization, input-output analysis, marginal analysis, analysis of market equilibrium and stability.
Prerequisite: 201 or 202 and Mathematics 205, or by permission of the instructor.

Not offered in 1982-83.

Mr. Shuchat

Offered in 1983-84.

220 (1) Development Economics
Survey and analysis of problems and circumstances of less developed nations. Examination of theories of economic development. Review of policy options and prospects for Third World countries. Specific topics to include: population growth, income distribution, basic needs, rural development and international trade strategies.
Prerequisite: 101 *and* 102.

Mr. Lindauer

225 (1) Urban Economics
Analyses of the urban and suburban economies with particular reference to urban renewal, income distribution, transportation, housing markets, employment, and the economic development of the inner city.
Prerequisite: 101 *and* 102.

Ms. Sjogren

229 (2) Introduction to Labor Economics
Analysis of labor markets and wage determination including: microeconomics of labor supply and demand; labor unions and collective bargaining; human capital and occupations; minimum wages and "new" theories of unemployment.
Prerequisite: 101 *and* 102.

Ms. Sjogren

230 (2) Contemporary Economic Issues
A course applying introductory macro and micro economic analysis to problems of current policy. Topic for 1982-83: Issues in Public Finance: Income Distribution and Public Policy. Analysis of the factors determining the personal distribution of income and the role the government plays in altering that distribution. Discussion of the measurement of inequality and the benefits and problems involved in changing the distribution of income through taxation and social welfare programs.
Prerequisite: 101 *and* 102.

Ms. Baum

231 (1) Current Economic Topics
Issues in social and humanistic economics. Examples are limits to growth, the moral foundations of the current economy, problems of the welfare state, "small is beautiful."
Prerequisite: 101 *and* 102.

Mr. Klamer

239 (2) Seminar. Economics of Energy and the Environment
Is economic growth without environmental deterioration possible? The economic forces (externalities) which cause pollution; the costs and who bears the costs; the energy crisis; the implications of zero economic growth; the extent of the problem and possible solutions both here and abroad.
Prerequisite: 101 *and* 102.

Mr. Goldman

241 (1) The Economics of Personal Choice
Analysis and decision-making in ordinary life situations; using economics to plan for one's future. Representative topics include housing, borrowing, having a family, insurance, saving, retirement, investment in one's self.
Prerequisite: 101 *and* 102.

Ms. Sjogren

243 (1) Issues in Social Policy: The Sexual Division of Labor
Analyses of the sexual division of labor in the home and marketplace from historical and theoretical perspectives. Evaluation of social policies to achieve sexual equality from an economic standpoint.
Prerequisite: 101 *and* 102.

Ms. Matthaei

249 (2) Topics in Political Economy
Study of Marxian economic theory as an alternative conception of the workings of the market economy. Comparison of Marxian and mainstream economic theories. Radical political economy's criticisms of modern capitalism.
Prerequisite: 101 *and* 102.

Ms. Matthaei

301 (1) Comparative Economic Systems
The economics of capitalism, socialism, fascism, and communism.
Prerequisite: 201 or 202.

Mr. Goldman

305 (1) Industrial Organization
Applied microeconomics directed to the study of the interactions of market structure, business behavior, and economic performance. The first two-thirds of the course emphasizes positive explanation and theory. The remainder focuses on policy and includes critical, ex-post analysis of antitrust rulings.
Prerequisite: 201 and 211.

Mr. Nichols

310 (1) Public Finance
Principles, practices, and economic effects of the public sector. The goals of public finance. A seminar treatment of current issues of fiscal policy.
Prerequisite: 201.

Mr. Case

312 (2)* Economics of Accounting
Accounting principles and practice analyzed in terms of economic concepts of value and cost; problems in accumulating and presenting accounting data for decision-making by firms, by investors, by regulators, and others; case method used in class.
Prerequisite: 201 and 202, or by permission of the instructor.

Not offered in 1982-83.

Mrs. Bell

Offered in 1983-84.

314 (2) International Economics
Theory of international trade. Review of mercantilism, comparative advantage and the factor endowment model. Analysis of trade restrictions, such as tariffs and quotas. Other topics include: foreign exchange markets, economic integration and the impact of trade on growth.
Prerequisite: 201 and 211.

Mr. Lindauer

315 (1) History of Economic Thought
The development of economic thought from ancient to modern times. A brief study of early economic ideas followed by a more detailed examination of the history of economics since 1776. The systems of the leading economists in the light of their own times and of the present day.
Prerequisite: 201.

Ms. Baum

316 (2) Modern Economic History
Economic history from the Great Depression to the present. Analysis of economic problems and policies from the 1920s to the 1970s.
Prerequisite: 202.

Mr. Morrison

317 (2) Introduction to Economic Modeling
Introduction to mathematical and econometric modeling. Techniques of specifications, estimation, and simulation of rational and behavioral economic models.
Prerequisite: 201, 202, 211, and Mathematics 115 or [201], or by permission of the instructor.

Mr. Sparks

320 (2) The Challenge to Development Theory
History of Third World development from 1950 to present; evaluation of the development record through individual and collective country experience; assessment of the record's impact on development theory and strategy. Welfare theory, dependency theory, the theory of Dualism, macroeconomic planning models, industrialization strategy, the cooperative experience, poverty and income distribution, agricultural development and other topics.
Prerequisite: 201 and 202.

Ms. Kamas-Mefford

325 (2)* Law and Economics
Economic analysis of legal rules and institutions. Application of economic theory and empirical methods to the central institutions of the legal system including the common law doctrines of negligence, contract, and property as well as civil, criminal, and administrative procedure. The course will contrast economic and noneconomic theories of law and will address the strengths and limitations of the economic approach to law.
Prerequisite: 201.

Not offered in 1982-83.

Mr. Case

Offered in 1983-84.

326 (2) Social Control of Economic Activity
Welfare economics of market failure, analysis and applications. Philosophies and theories of government intervention in the economy. Both historical and current examples will be explored, e.g., medieval price controls, modern stabilization policy, public utilities, public safety. The implications of deregulation.
Prerequisite: 201, 202, 211.

Ms. Baum

329 (1)* Labor Markets and Employment
The structure and functioning of the labor market from both neoclassical and institutional points of view. Human capital theory, labor force participation, the economics of discrimination, labor unions, minimum wage policy, and other topics.
Prerequisite: 201 and 211.

Not offered in 1982-83.

Ms. Arnott

Offered in 1983-84.

330 (1) Seminar. Macroeconomic Modeling
Focused on contemporary macroeconomic issues, the economic events affecting them and the practical problems of analyzing and forecasting. Contemporary tools of applied macroeconomics, especially large-scale econometric models: their theoretical foundations, contemporary characteristics, and use. An interactive course: students participate in developing specification of key macroeconomic relationships which they use to analyze topical economic issues.
Prerequisite: 201, 202, and 211.

Mr. Gough, Jr.

331 (2) Seminar. Monetary Theory and Policy
Contemporary controversies on the role of monetary policy. Topics include: transmission mechanism, effectiveness of monetary policy, control of money supply, financial innovations, interest rate theories, stability of the demand for money, financial crisis. Theories will be discussed in the light of current events.
Prerequisite: 202.

Mr. Klamer

332 (2) Seminar. Macroeconomics Theory and Policy
Stagflation theory and policy alternatives. Supply side disaggregation, job search, rational expectations, tax cut-induced investment, incomes policies, and modern macro debates. Emphasis throughout on the nature and implications of alternative stabilization policy actions.
Prerequisite: 201, 202, and 211.

Mr. Nichols

333 (1) Seminar. Workshop in Applied Economics
Students will apply the concepts of economic modeling and empirical analysis to selected policy topics. Students will work as a group doing primary research in a workshop environment. Enrollment limited to 12.
Prerequisite: 201, 202 *and* 211 or by permission of the instructor.

Ms. Wulwick

350 (1) (2) Research or Individual Study 1 or 2
Open by permission to juniors and seniors who have taken 201 and 202; 211 is strongly recommended.

370 (1-2) Thesis 2 to 4
Open only to honors candidates.

DIRECTIONS FOR ELECTION

The complete survey course consists of both Grade I level courses. Neither 101 nor 102 is a prerequisite for the other and either may be elected separately for one unit of credit.

Any student who plans to take economics after 101 and 102 should consult a department advisor to avoid poor choices. See also the *Department Handbook*.

Economics is a social science directed to the study of the universal problems of scarcity, choice, and human behavior. It contains elements of formal theory, history, philosophy, and mathematics. Unlike business administration, which deals with the specific procedures by which business enterprises are managed, it examines a broad range of institutions and focuses on their interactions. Thus students are urged to supplement their program in economics with courses from many other disciplines in the liberal arts.

An economics major contains required courses 201, 202, and 211 which should be taken at Wellesley. Permission to take these courses elsewhere must be obtained in advance from the department chairman. An economics major must take more than half of her Grade III economics units as Wellesley courses; permission for an exception must be obtained in advance from the chairman.

Choosing courses to complete the major requires careful thought; the department discourages a minimum major with only two Grade III courses. Students are advised to consult the *Department Handbook* prior to selecting courses each term. The *Handbook* contains specific suggestions and deals with a variety of topics including preparation in mathematics, desirable courses for those interested in graduate study in economics, complementary courses outside economics, etc.

The Economics Complement is recommended for students wishing to develop competence in economics in preparation for work or graduate study in law, business, public administration, area studies, international relations, public health, medicine, etc. The Complement consists of Economics 101, 102, 211, and at least two other courses in the department. The plan for this option should be carefully prepared: a student wishing to add the Economics Complement to the major in another field should consult a faculty advisor in economics.

Education

Assistant Professor:
Beatty P, *Brenzel (Chairman), Bull* A, *Hawes* P

Associate in Education:
Powell, Rokicki, Sleeper

*** Course may be elected to fulfill in part the distribution requirement in Group B[1] or Group B[2] as designated.

102 (1)*[1] Education in Philosophical Perspective**
Examination of modern ethical problems and epistemological issues of public education such as equality of opportunity, compulsory schooling, student rights, and the education of religious minorities. Recent examples of the philosophical thinking necessary to understand these issues will be studied. Special attention will be paid to the interpretation and application of philosophical texts and to the writing of philosophical arguments. Relevant field placement may be arranged as part of this course; it will be available for all students but especially for those wishing to fulfill requirements for teacher certification.
Open to all students.

Mr. Hawes

200 (1)*[1] Modern Philosophies of Education**
Analysis of the role of education in modern social and political philosophy. Background study of the works of John Dewey, Eduard Bernstein, Edmund Burke, and Karl Marx. Focus on the educational writings of more recent participants in these philosophical traditions—including Paul Goodman, Jacques Maritain, Jacques Barzun, Paulo Freire, and Ivan Illich.
Open to all students.

Not Offered in 1982-83.

Mr. Bull

206 (1) Women, Education, and Work
Examination of ways in which the background of women, the educational system, and the structure of work affect the lives of women, from a historical, sociological, and public policy point of view. Relationships between educational and economic institutions, intersections among the family lives, educational experience, and work lives of women.
Open to students who have taken one unit in Group B.

Ms. Brenzel

208 (2)*[1] Moral Education and Schooling**
Study of recent demands for and attempts to develop educational practices explicitly designed to affect students' values and moral beliefs. Particular emphasis will be placed on theories of value clarification (Louis Raths and Sidney Simon) and moral development (Jean Piaget and Lawrence Kohlberg); their assumptions about morality, their instructional programs and their public justification will be examined.
Open to all students who have taken one unit in Group A or Group B.

Not offered in 1982-83.

Mr. Bull

212 (1)*[1] History of American Education**
Study of the various historical conflicts and controversies leading to the development of education as a central force in American culture. Topics include the popularization of public schooling, its role in socializing the young, and the effects of political, economic, and social forces in shaping American education. Relevant field placement may be arranged as part of this course; it will be available for all students but especially for those wishing to fulfill state requirements for teacher certification.
Open to all students.

Ms. Brenzel

216 (2)*[2] Education, Society, and Social Policy**
Through examination of educational theories and practices in an interdisciplinary manner, the social context of educational and social policies will be analyzed. The formulation and implementation of these policies will be studied with special emphasis on issues such as inequality, desegregation, community control, alternative schooling, testing, youth unemployment and family policies. Course will focus on the interrelationships between social structure and education, the potential and limits of education and social policy.
Open to all students.

Ms. Beatty

300 (1) Mandatory Knowledge: Epistemology, Curriculum, and Evaluation
An examination of the major epistemological and ethical questions in school curriculum, the relation of curriculum to intellectual development and the structure of the disciplines, its usefulness, and its evaluation. Relevant field placement may be arranged as part of this course; it will be available for all students but is mandatory for those wishing to fulfill requirements for teacher certification. Required for secondary school teacher certification.
Prerequisite: 102 or 212 or, for MIT students, MIT Seminar 212 or by permission of the instructor.
Ms. Beatty

302 (2) Methods and Materials of Teaching
Study and observation of teaching methods and classroom procedures in secondary school with a focus on the social role of teachers and the teaching of reading and writing in the content areas. Examination of curriculum materials and classroom practice in specific teaching fields. Open only to students doing student teaching. Required for teacher certification. Students electing 302 and 303 may include in addition one unit usually of independent study in the same semester.
Prerequisite: 300, and at least one of 102, 212 or, for MIT students, Seminar 212 and permission of the department.
The Staff

303 (2) Practicum - Curriculum and Supervised Teaching
Observation, supervised teaching, and curriculum development in students' teaching fields throughout the semester. Attendance at secondary school placement required full time five days a week. Students electing 302 and 303 may include in addition one unit usually of independent study in the same semester. Required for teacher certification. Students must apply to the department for admission to this course in the semester before it is taken.
Corequisite: 302.
The Staff

307 (2)*2 Seminar. Law, Ethics, and Education**
Study of federal and state statutory and constitutional law governing public education as it reveals public purposes of education, the legal status of students and teachers, the requirements for equal educational opportunity, and the basis of public school finance. Emphasis on ethical aspects of issues such as student rights, academic freedom and affirmative action. Attention will be paid to the comprehension and interpretation of legal cases and, to a limited extent, to methods of independent legal research.
Open to juniors and seniors.
Not offered in 1982-83.
Mr. Bull

312 (2)*1 Seminar. History of Child Rearing and the Family**
Examination of the American family and the emerging role of the state in assuming responsibility for child rearing and education. Study of the role of institutions and social policy in historical and contemporary attempts to shape the lives of immigrants, poor families, and their children.
Open to juniors and seniors without prerequisite.
Ms. Brenzel

350 (1) (2) Research or Individual Study 1 or 2
Open to juniors and seniors by permission.

DIRECTIONS FOR ELECTION

With the exception of Education 302 and 303 the department's courses are designed for all students and not simply those planning a career in public or private school teaching. Students who wish to be certified as middle school (grades 5-9) or high school (grades 9-12) teachers upon graduation should obtain the department's published description of the requirements of the Commonwealth of Massachusetts and the College's program for meeting those requirements. Briefly, the program requires students to take specific courses within their teaching fields and at least five additional courses.

Required:
Education 102 or 212 or for MIT students, Seminar 212, 300, 302 and 303; Pyschology 207.

Recommended:
Education 200, 208, 216 or 307; Psychology 212, 217, or 219; MIT Seminars 211 and 212, SRE 222; Black Studies 105.

The Commonwealth requires that two courses taken prior to student teaching include field experience. In some circumstances, students may meet some of the requirements by submitting evidence of similar experience. Students should plan their program of studies to fulfill these requirements in consultation with a member of the department before the end of sophomore year.

Certification in Massachusetts is recognized by many other states.

English

Professor:
Quinn, Layman, Ferry, Garis, Finkelpearl, Craig, Gold (Chairman), Sabin

Associate Professor:
Bidart P, *Cain* A

Assistant Professor:
Harman, Stehling, Peltason, Tyler, Van Dyke A, *Rosenwald* P, *Polito, Reimer, Hellerstein*

Instructor:
Halliday

Lecturer:
Eyges P, *Stubbs* P

100 (1) (2) Expository Writing
Instruction in the fundamentals of writing expository essays.
Open to all students.

The Staff

101 (1) (2) Critical Interpretation
A course designed to increase power and skill in critical interpretation by the detailed reading of individual works of literature in historical context.
Open to all students.

Mr. Quinn, Mr. Layman, Mr. Ferry, Mr. Garis, Mr. Finkelpearl, Ms. Harman, Mr. Peltason, Mr. Polito

112 (1) (2) Shakespeare
The study of a number of representative plays with emphasis on their dramatic and poetic aspects.
Open to all students.

Mr. Layman, Miss Craig, Mr. Polito, Mr. Halliday

127 (1) Modern Drama
The study of British, American, and European drama from Ibsen to the present.
Open to all students.

150 (1) (2) Colloquia
For directions for applying see p. 47. Open by permission to a limited number of freshman and sophomore applicants.

(1)
a. American Women Writers of the Short Story

Short stories of the past one hundred years by Sarah Orne Jewett, Edith Wharton, Willa Cather, Katherine Anne Porter, Eudora Welty, Flannery O'Connor, Grace Paley, and others.

Mrs. Eyges

b. Tragedy: Theory and Practice

A critical examination of Aristotle's theory of tragedy in the *Poetics*, as well as some other theories, in the light of a close reading of plays by Aeschylus, Sophocles, Shakespeare, Chekhov and Beckett.

Ms. Craig

c. Reading Dickens

An exploration of the changing shape of Charles Dickens' world in a selection of novels including *Pickwick Papers, David Copperfield, Bleak House* and others.

Ms. Harman

(2)
a. Three Generations of American Women Poets: Marianne Moore, Elizabeth Bishop, Sylvia Plath

An identification and evaluation of three achievements in poetry, with some attention also paid to Marianne Moore's letters, Elizabeth Bishop's stories, and Sylvia Plath's novel, *The Bell Jar.*

Mr. Polito

b. Women on Women: Female Portraits of a Lady

A study of the dimensions of women's experience as characters in novels, and as writers and readers of novels.

Ms. Reimer

c. Jewish American Literature

A literary and cultural study of poetry and fiction written in America by Jews. From the beginnings among the immigrants of the 1880s through contemporary writers. Yiddish works by Isaac Bashevis Singer and others to be read in translation. Authors to include Abraham Cahan, Saul Bellow, Philip Roth, Henry Roth, Cynthia Ozick, and Grace Paley.

Ms. Hellerstein

200 (2) Intermediate Expository Writing
A course designed to improve the student's ability to write course papers. Besides weekly short papers, assignments will include substantial readings (although fewer than in regular courses in literature).
Open to all juniors and seniors, and to sophomores by permission of the instructor.

Mrs. Eyges

201 (1) (2) The Critical Essay
Attention to the problems and possibilities of writing about literature; many practical exercises and opportunities for revision; often, though not always, directed to one or two texts and representative essays that have been written about those texts.
Open to all students.

Mr. Quinn, Mrs. Sabin

202 (1) Poetry
The writing of short lyrics and the study of the art and craft of poetry.
Open to all students by permission of the instructor.

Mr. Bidart

203 (1) (2) Short Narrative
The writing of the short story; frequent class discussion of student writing, with some reference to established examples of the genre.
Prerequisite: same as for 202.

Mr. Polito, Mr. Halliday

211 (1)* Medieval Literature
Major works of medieval literature excluding those of Chaucer. A study of the medieval search for ways to represent human experience in imaginative literature, a search that led writers to the authority of dreams, to creating dramatic allegories, to recasting ancient stories into medieval forms, and to the song-like simplicity of medieval lyric poetry. Works will include, for example, *Piers Plowman*, cycle plays, and *Sir Gawain and the Green Knight*.
Open to all students.

Mr. Stehling

213 (2) Chaucer
Intensive study of *The Canterbury Tales*, supplemented by the short later poems as they reveal Chaucer's comic artistry, his relation to history and society of the late 14th century in England.
Open to all students.

Mr. Stehling

222 (1) Renaissance Literature
Prose and poetry from More and the courtier poets of Henry VIII through Shakespeare's greatest 16th-century predecessors, Sidney, Spenser, and Marlowe. A study of forms characteristic of the Renaissance, and of the changing climate of ideas.
Open to all students.

Mr. Polito

223 (1) Advanced Studies in Shakespeare I
Plays written between 1591 and 1604, for example: *Richard II, Henry IV, Much Ado About Nothing, Troilus and Cressida, Hamlet, Measure for Measure, Othello*.
Open to all students.

Mr. Ferry, Mr. Garis

224 (2) Advanced Studies in Shakespeare II
Plays written between 1605 and 1611, for example: *King Lear, Macbeth, Antony and Cleopatra, Coriolanus, Cymbeline, The Winter's Tale, The Tempest*.
Open to all students.

Mr. Layman, Mr. Finkelpearl

227 (2) Milton
Close analysis of Milton's major poems. Some examination of the political and religious contexts of Milton's writings, his influence on later poets, and his importance for 20th-century critics and literary theorists.
Open to all students.

Mr. Finkelpearl

234 (2) Eighteenth-Century Literature
An historical approach, from the Glorious Revolution of 1689 through the French Revolution of 1789. Emphasis on class conflicts, climates of opinion, the play of ideas, and ways of conceiving the significance of changes in style. Authors to include Bunyan, Congreve, Defoe, Swift, Pope, Boswell, Johnson, Burke, Reynolds, Paine, Blake and Austen.
Open to all students.

Mr. Gold

241 (1) Romantic Poetry
Discussion of a selection of poems and some critical prose by Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats.
Open to all students.

Mr. Tyler, Mr. Finkelpearl

245 (1) Victorian Literature
Poetry, fiction, and social criticism by major Victorian writers, including Mill, Carlyle, Dickens, Tennyson, Browning, Ruskin, and Arnold. Some emphasis will be placed on recurring themes, such as the growing conflict between private values and public facts.
Open to all students.

Mr. Peltason

251 (1) (2) Modern Poetry
20th-century poetry and poets, emphasizing the sources and achievements of the modernist revolution. Major figures will be studied, such as Yeats, Eliot, Pound, Stevens, Frost, Williams and Lowell.
Open to all students.

Miss Craig, Mr. Ferry

266 (1) Early Modern American Literature
Representative selections from Whitman and Dickinson through the twenties.
Open to all students.

Mr. Quinn, Mr. Halliday

267 (2) Late Modern and Contemporary American Literature
Representative selections from Faulkner to the present day.
Open to all students.

Mr. Peltason, Ms. Hellerstein, Mr. Halliday

271 (1) The History of the English Novel I
The beginnings of the English novel in the 18th century: Defoe through Jane Austen.
Open to all students.

Mr. Tyler

272 (1) (2) The History of the English Novel II
The 19th-century English novel from the Brontés to James.
Open to all students.

Mr. Quinn, Mrs. Sabin, Ms. Harman, Mr. Peltason, Ms. Reimer

273 (1) (2) The History of the English Novel III
The 20th-century English novel from Conrad to the present.
Open to all students.

Mr. Garis, Ms. Hellerstein

281 (1)* Comedy
The development, variety, and continuity of English comic writing.
Open to all students.

Not offered in 1982-83.

282 (2)* Tragedy
Tragic drama in the age of Shakespeare—its diversity and relation to other traditions.
Open to all students.

Mr. Layman

301 (2) The Short Story
Techniques of short story writing together with practice in critical evaluation of student work.
Open by permission of the instructor to students who have taken one Grade II writing course.

Ms. Hellerstein

302 (2) Advanced Writing/Poetry
Intensive practice in the writing of poetry.
Prerequisite: 202 or by permission of the instructor.

Mr. Ferry

313 (2)* Advanced Studies in Chaucer
A reading of "The Book of the Duchess," "The House of Fame," "The Parliament of Fowls," the Prologue to "The Legend of Good Women," and Chaucer's lyrics as they lead to an intensive study of "Troilus and Criseyde." Supplemented by Boccaccio's "Il Filostrato" and Henryson's "Testament of Cresseid."
Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be Grade II, and by permission of the instructor to other qualified students.

Not offered in 1982-83.

320 (1) Literary Cross-Currents
Special topics representing literary relations that fall outside of the usual course designations. Topic for 1982-83: The Bible and William Blake. Job and certain other biblical texts studied in themselves and as they inform a British tradition of which Blake was a part and to which his poetry and art give a new meaning. No prior knowledge of Scripture or of Blake required. Emphasis on close reading and the practical, ethical content of experience called "visionary."
Prerequisite: same as for 313.

Mr. Gold

327 (1) Seventeenth-Century Literature
Major themes and structures in the works of such poets as Donne, Herbert, Vaughan and Marvell and of such prose writers as Bacon, Burton, Brown, Bunyan and Milton.
Prerequisite: same as for 313.
Ms. Harman

331 (2)* The Age of Satire
A study of satire as social response and as literary phenomenon, exemplified in the work of such writers as Dryden, Congreve, Gay, Swift, and Pope.
Prerequisite: same as for 313.
Mr. Tyler

333 (2)* From Neoclassic to Romantic
The shift of sensibility from the 18th to the 19th century studied with emphasis on such authors as Johnson, Burke, and Blake.
Prerequisite: same as for 313.
Not offered in 1982-83.

341 (2) Advanced Studies in the Romantic Period
Topic for 1982-83: Wordsworth and Coleridge. Intensive study of key poems and critical documents.
Prerequisite: same as for 313.
Mr. Ferry

345 (1) Advanced Studies in Victorian and Early Modern Literature
Topic for 1982-83: Victorian autobiography. An examination of six or seven works as personal stories, social visions, and literary phenomena.
Prerequisite: same as for 313.
Ms. Reimer

350 (1) (2) Research or Individual Study 1 or 2
Open to qualified students by permission of the instructor and the chairman of the department. Two or more Grade II or Grade III units in the department are ordinarily a prerequisite.

351 (1) Advanced Studies in Modern Poetry
Topic for 1982-83: The post-modern generation. A study of the work of Lowell, Bishop, Ginsberg, Jarrell, Berryman and Plath, emphasizing the ways they extended and changed the Modernist revolution begun by the great generation of writers that preceded them.
Prerequisite: same as for 313.
Mr. Bidart

362 (1) The American Renaissance: Thoreau, Emerson, Hawthorne and Melville
Studied in themselves and with reference to 18th and 19th century backgrounds.
Prerequisite: same as for 313.
Mr. Rosenwald

363 (2) Advanced Studies in American Literature
Topic for 1982-83: Melville and Faulkner. A study of similarities and differences in some of their major works, with emphasis on *Moby Dick* and *Absalom, Absalom]*
Prerequisite: same as for 313.
Mr. Quinn

370 (1-2) Thesis 2
Open only to honors candidates who choose to do honors research or an honors project in creative writing. For alternate honors programs see Directions for Election.

372 (1) Advanced Studies in the Novel
Topic for 1982-83: James Joyce *(Ulysses)* and selected novels by Edith Wharton.
Prerequisite: same as for 313.
Mr. Garis

381 (1) The English Language
Historical linguistics: major characteristics of the English language today studied as the products of their origin and history. Emphasis on speech, dictionaries, semantics and etymology, and translation.
Open to juniors and seniors who have taken or are taking two Grade II literature courses in the department, or a course in linguistics, or by permission of the instructor to other qualified students.
Mr. Stehling

382 (2) Criticism
How reading works. A reading of exemplary readers, with attention to oppositions of which readers grow fond: such as literature vs. life, creation vs. criticism, theory vs. practice, Anglo-American vs. continental. Some consideration of Plato and Coleridge; concentration on readings by such critics as Arnold, Leavis, Frye, Bloom and Derrida.
Prerequisite: same as for 313.
Mr. Tyler

386 (2) Seminar
Topic for 1982-83: Writing About Women: Towards a Feminist Literary Tradition. An exploration of the social and literary concerns of 19th and 20th century writers (from Wollstonecraft to Woolf) who were interested in representing the lives of women. Novels will be read in conjunction with recent feminist criticism.
Prerequisite: same as for 313.

Ms. Harman

387 (2) Seminar
Topic for 1982-83: William Shakespeare and George Eliot. A study of timing as it affects the decisions and therefore the destinies of literary characters; dramas and novels to be studied in pairs.
Prerequisite: same as for 313.

Miss Craig

CROSS-LISTED COURSES

Black Studies 264 (2)
Black Literature in America
For description and prerequisite see Black Studies 264.

Extradepartmental 100 (2)
Tutorial in Expository Writing
For description and prerequisite see Extradepartmental 100.

Extradepartmental 231 (2)
Interpretation and Judgment of Films
For description and prerequisite see Extradepartmental 231.

Extradepartmental 247 (2)
Arthurian Legends
For description and prerequisite see Extradepartmental 247.

DIRECTIONS FOR ELECTION

Grade I literature courses are open to all students and presume no previous college experience in literary study. They provide good introductions to such study because of their subject matter or focus on training in the skills of critical reading and writing. Grade II courses, also open to all students, presume some competence in those skills. They treat major writers and historical periods, and provide training in making comparisons and connections between different works, writers, and ideas. Grade III courses encourage both students and teachers to pursue their special interests. They presume a greater overall competence, together with some previous experience in the study of major writers, periods, and ideas in English or American literature. They are open to all those who have taken two literature courses in the department, at least one of which must be Grade II, and by permission of the instructor or chairman to other qualified students. For admission to seminars and for independent work (350), students of at least B¢ standing in the work of the department will have first consideration. Students are encouraged to consult with the instructors of courses they are interested in. More complete descriptions of all courses, composed by their instructors, are posted on bulletin boards in Founders Hall, and are available from the department secretary.

Students with AP credits in English, together with other freshmen and sophomores who may be considering English as a major or double major, should at some convenient point confer with the chairman. The department also maintains a roster of faculty advisors available for students contemplating English courses, whether as majors or nonmajors.

The English major consists of a minimum of eight courses, six of which must be in literature. At least four of the latter courses must be above Grade I and at least two at the Grade III level. (Neither English 100 nor English 200 may be counted toward the major.) There are also certain requirements covering the kind of courses taken. All students majoring in English must take Critical Interpretation (101), at least one course in Shakespeare (preferably at the advanced level), and (for all students beginning their concentration in 1982-83) two courses falling before the modern period, of which at least one must fall before 1800. Students who can show that they have had work equivalent to 101 may apply to the chairman for exemption from the Critical Interpretation requirement. A course falling before the modern period is defined here as a course emphasizing works written before 1900. Students majoring in English

should consult with their advisors in order to determine whether they will have met the departmental requirements and in order to ensure a good balance between breadth and depth.

The department offers a choice of three programs for Honors. Under Program I the honors candidate does independent research or a project in creative writing. Although this program, upon completion, enters the student's transcript as two units of English 370, it may be begun as a unit of 350 and converted to 370 at the end of an auspicious fall semester. Programs II and III offer an opportunity to receive Honors on the basis of work done for regular courses; these programs carry no additional course credit. A candidate electing Program II takes a written examination in a field defined by several of her related courses (e.g., the Renaissance, drama, criticism). One electing Program III presents a dossier of essays written for several courses with a statement of connections between them and critical questions raised by them.

Special attention is called to the range of courses in writing the College offers. English 100 is open to all students who want to improve their skills in writing expository essays. Extradepartmental 100 is open, with the permission of a class dean, to students who would benefit from a continuation of English 100 or from an individual tutorial. English 200 is a new course made possible through an endowed fund given by Luther I. Replogle in memory of his wife, Elizabeth McIlvaine Replogle.

It is a workshop designed especially for upperclassmen who want training in expository writing on a level above that of English 100. English 201 (The Critical Essay), besides offering intensive instruction in writing about literature, may include opportunities for writing review articles about the other arts. Courses in the writing of poetry and fiction (Grades II and III) are planned as workshops with small group meetings and frequent individual conferences. In addition, qualified students may apply for one or two units of Independent Study (350) in writing. Grade II and Grade III courses in writing and 350 writing projects as well, may at the discretion of the instructor be offered credit/noncredit/credit-with-distinction. In general, enrollment in writing courses is limited to 15.

Knowledge of English and American history, of the course of European thought, of theatre studies, and of at least one foreign literature at an advanced level is of great value to the student of English. See, for example, History 239, 240, 252; Philosophy 203; Grade II and Grade III courses in foreign literatures; Greek 104; Russian 201, 202; Extradepartmental 211, 220, 247, 330; and courses in Theatre Studies.

A reading knowledge of at least one ancient or modern foreign language is desirable for all majors. Students expecting to do graduate work in English should ordinarily plan to acquire a reading knowledge of two foreign languages.

For students interested in American literature, in American studies, in modern drama, and in modern poetry, attention is called to relevant courses in the department of Black Studies, especially 105, and 310.

French

Professor:
Galand, François [A], *McCulloch, Stambolian* [A1]
Associate Professor:
Mistacco [A], *Lydgate (Chairman), Gillain*

Assistant Professor:
Hules, Grimaud, Levitt, Mathé [A], *Respaut, Straus* [A], *Frye*
Visiting Assistant Professor:
Abetti, Raffy, Kohn, Yaari

All courses (except 220 and 349) are conducted in French. Oral expression, composition, and, in certain courses, creative writing are stressed.

The department reserves the right to place new students in the courses for which they seem best prepared regardless of the number of units they have offered for admission.

Qualified students are encouraged to spend the junior year in France. See p. 40.

101-102 (1-2) Beginning French 2
Intensive oral training and practice in listening, speaking, and reading, supplemented by regular laboratory assignments. A slide presentation of the text introduces each week's cultural and linguistic material. The French comic book *Astérix* will be used as a supplement during the second semester. Three periods.
Open only to students who do not present French for admission.

Mr. Grimaud and Staff

111 (1) Elementary Intermediate French
Intensive oral training and practice in listening comprehension and writing. Thorough grammar review. Vocabulary building. Three periods.
Open to students by permission of the department only. To receive credit for 111, students completing the course must proceed to 122. To fulfill the language requirement, students completing 111 must proceed to 122.

Ms. Levitt

121-122 (1-2) Intermediate French 2
First semester: Particular stress on grammar review, listening comprehension, vocabulary building, and development of oral skills. Second semester: Choice of different sections emphasizing either the reading of modern texts with discussion and written work or further development of conversational skills through regular laboratory work using primarily nonliterary materials. Three periods.
Prerequisite: 102.

Ms. Hules and Staff

141-142 (1-2) The Language and Culture of Modern France 2
Discussion of selected modern literary and cultural texts. Grammar review. Study of vocabulary and pronunciation. Frequent written and oral practice. Three periods.
Prerequisite: 122.

Mr. Frye and Staff

201 (1) 202 (2) French Literature and Culture Through the Centuries 1 or 2
First semester: From the Middle Ages through Classicism. Second semester: From the Enlightenment through Existentialism. Class discussion of selected masterpieces, short papers, outside reading, slides. Either semester may be taken independently.
Prerequisite: 142, or, by permission of the instructor, 122.

Mr. Galand, Miss McCulloch

205 (1) (2) French Society Today
Contemporary problems and attitudes. Class discussion of representative texts, periodicals, and newspapers. Oral reports, short papers, outside reading.
Prerequisite: same as for 201.

Ms. Hules, Ms. Raffy

206 (1) (2) Intermediate Spoken French
Practice in conversation, using a variety of materials including films, videotapes, periodicals, songs, radio sketches, and interviews. Regular use of the language laboratory. Enrollment limited to 15. Freshmen may register for this course only after consultation with the instructor.
Prerequisite: same as for 201.

Ms. Gillain, Ms. Raffy

212 (1) Medieval French Literature I
The knight, the lover, and the outlaw: from the *Chanson de Roland* through Villon. Medieval texts read in modern French.
Prerequisite: one unit of 201, 202, 205, or 206; or by permission of the instructor, 142.

Miss McCulloch

213 (1) (2) French Drama in the Twentieth Century
Trends in contemporary drama: symbolism, the use of myths, the influence of existentialism, the theatre of the absurd.
Prerequisite: same as for 212.

Mr. Kohn, Mr. Stambolian

214 (1) (2) The French Novel in the Nineteenth Century
Intensive study of narrative techniques and the representation of reality in major works by Balzac, Stendhal, Flaubert, Zola.
Prerequisite: same as for 212.

Mr. Frye, Ms. Yaari

215 (2) Baudelaire and Symbolist Poets
The nature of the poetic experience studied in the works of Baudelaire, Verlaine, Rimbaud, Mallarmé, and Laforgue.
Prerequisite: same as for 212.

Mr. Galand

219 (2) Love/Death
In major novels of different periods, this course will investigate the connection between fiction and our fundamental preoccupation with the issues of love and death. Texts ranging from medieval to 20th century will be studied, with an eye toward understanding how the themes of love and death are related to structure, narration, and the dynamics of reading.
Prerequisite: one Grade II unit of French literature. Permission of the instructor is required.

Ms. Respaut

220 (2) Proust and the Modern French Novel (in English)
Psychology and aesthetics in works by Flaubert, Gide, Sartre, Beckett, and Robbe-Grillet, with emphasis on Proust's *Remembrance of Things Past.* Lectures, papers, and class discussion in English. Students may read the texts in French or in English translation.
Open to all students except those who have taken two or more Grade II courses in French literature.

Mr. Stambolian

222 (1) (2) Studies in Language
A review of selected problems in French grammar, enrichment of vocabulary, and an introduction to specifically French techniques of composition and the organization of ideas. Limited enrollment.
Open to freshmen in the first semester only after consultation with the instructor.
Prerequisite: 142, or 122 by permission of the instructor.

Mr. Grimaud, Mrs. Yaari, Mr. Galand, Mr. Kohn, Mr. Lydgate

223 (2) The Nature of Narrative: An Introduction to Structuralist Criticism
How to analyze novels, plays, short stories or nonliterary texts. Emphasis on the different ways one can study plot; implications for a psychological and social analysis of creation and reading pleasure.
Prerequisite: one Grade II unit of French literature.

Not offered in 1982-83.

Mr. Grimaud

226 (1) (2) Advanced Spoken French
Practice in oral expression to improve fluency and pronunciation with special attention to idiomatic vocabulary and phonetics. In addition to recordings, videotapes, and periodicals, classics of the French cinema will be studied for their linguistic interest. Regular use of the language laboratory. Enrollment limited to 15. Not open to freshmen. Not recommended for students who have already studied in France.
Prerequisite: one Grade II unit except 206, or by permission of the instructor.

Ms. Respaut, Ms. Gillain

240 (1) French Cinema
A survey of French cinema from its invention (Lumière, Méliès) to the New Wave (Godard, Truffaut) with emphasis on the classical narrative film of the '30s and '40s (Vigo, Carné, Renoir, Ophuls, Cocteau, Bresson). Enrollment limited to 20.
Prerequisite: same as for 223.

Ms. *Gillain*

249 (1) (2) Selected Topics 1 or 2
First semester: *Mythes et réalité de la femme.* A survey of images of women transmitted by male ideology: in history, textbooks, films, advertising, the so-called feminine press, and psychoanalytical theories. The progressive redefinition by women of these images in the novel, in feminist theoretical writings, and in the press.
Prerequisite: one Grade II unit except 220, or by permission of the instructor.

Not offered second semester in 1982-83.

Ms. Raffy

250 (1) (2) The French Press
A reading of current newspaper and magazine articles in French. The emphasis will be political, sociological, intellectual as well as linguistic (practice in conversation and composition). Analysis of cartoons and comic strips from satirical newspapers and magazines and of advertisements from the daily and weekly press. Ideological and stylistic differences will be stressed. Oral and written reports. Enrollment limited to 15.
Prerequisite: same as for 249.

Ms. Raffy

300 (2)* French Literature of the Renaissance
Social and intellectual contexts of the Renaissance in France. Humanism vs. traditional theology. Popular vs. official culture. Oral tradition and the revolution of printing. Tolerance vs. religious fanaticism. Study of major writers and the important literary beginnings their works reflect: Rabelais and the birth of the novel; Montaigne and the origins of autobiography; love poetry reoriented with Ronsard; a tradition of women's writing established by Louise Labé and Marguerite de Navarre. Frequent reference to concurrent developments in music and the plastic arts.
Prerequisite: two units of 201 or 202, or one unit of 212, 213, 214, 215, or 219.

Not offered in 1982-83.

Offered in 1983-84.

301 (1) The French Classical Theatre
Power struggle as represented on the stage. Study of plays by Corneille, Racine, and Molière, with reference to important political, social, religious, and philosophical changes in the 17th century from Louis XIII and Richelieu through the most spectacular decades of the reign of the Sun King.
Prerequisite: same as for 300.

Not offered in 1982-83.

Mr. François

Offered in 1983-84.

303 (2) Advanced Studies in the Seventeenth and Eighteenth Centuries
Topic for 1982-83: The Novel: from Realism to Romanticism. Techniques of illusion in the 17th century *nouvelle;* the hero in conflict with society; the emergence of the self in the 18th-century memoir-novel. Works to be read include Mme de la Fayette, Prévost, Marivaux, Voltaire, Diderot and Rousseau.
Prerequisite: same as for 300.

Mr. Abetti

304 (1) The French Novel in the Eighteenth Century
The affirmation of self and the evolution of narrative forms. Special attention will be given to the ideological assumptions underlying the portrayal of women and their relationship to narrative structures. Authors studied: Prévost, Mme Riccoboni, Rousseau, Diderot, Laclos, Sade.
Prerequisite: same as for 300.

Not offered in 1982-83.

Ms. Mistacco

Offered in 1983-84.

305 (2) Advanced Studies in the Nineteenth Century
Topic for 1982-83: *Le Mythe de l'artiste.* An investigation of the essentially romantic concept, derived from the *culte du moi,* of the artist as a god/creator figure. Among the writers to be considered are Chateaubriand, Musset, Balzac, Nerval, Baudelaire, Rimbaud, Mallarmé and Apollinaire.
Prerequisite: same as for 300.

Mr. Frye

306 (1) Literature and Ideology in the Twentieth Century
Ideological purpose and literary form in selected works of Proust, Gide, Breton, Malraux, Sartre, Camus, and Robbe-Grillet.
Prerequisite: same as for 300.

Mr. Galand

307 (2)* French Poetry in the Twentieth Century
The nature and function of poetic creation in the works of Valéry, Apollinaire, Breton, Saint-John Perse, Char, and Ponge. Representative texts by poets associated with *OULIPO* and *Tel Quel* will also be included.
Prerequisite: same as for 300.

Not offered in 1982-83.

Mr. Galand

Offered in 1983-84.

308 (1) (2) Advanced Studies in Language I
Comparative stylistics: a normative approach through linguistic analysis to the processes and patterns of translation. Theories are tested and applied.
Prerequisite or corequisite: one Grade III unit of French literature and 222, or their equivalents. Not open to students who have taken 309, or who are returning from a Junior Year or semester Abroad in France.

Mr. Grimaud, Ms. Gillain

309 (1) Advanced Studies in Language II
Translation into French from novels, essays and poetry. Study of French style through analysis of selected texts.
Prerequisite: same as for 308. Not open to students who have taken 308.

Mr. Galand

312 (1) Medieval French Literature II
See 212. Joint class meetings for 212 and 312. Supplementary assignments and readings in Old French for students at Grade III level.
Open by permission of the instructor.

Miss McCulloch

318 (2)* The Reader in the New Novel
Recent experiments in fiction: textual play vs. expression, communication, representation; transgression and transformation of conventions of reading. Some discussion of film. Emphasis on the works and theoretical writings of Sarraute, Butor, Beckett, Duras, Simon, Ricardou, and Robbe-Grillet.
Prerequisite: same as for 300.

Not offered in 1982-83.

Ms. Mistacco

319 (2) Women, Language and Literary Expression
Topic for 1982-83: The New French Feminism. An analysis of the important issues and major theoretical perspectives—anthropological, linguistic, philosophical, psychological, sociological—that inform French feminism today. Selected texts by Beauvoir, Clément, Cixous, Delphy, d'Eubonne, Irigaray, Kristeva, Leclerc, Wittig and Yaguello, and a film by Varda.
Prerequisite: 249, or one Grade II unit of French literature, or by permission of the instructor.

Ms. Hules

321 (1) Seminar
Topic for 1982-83: Repetition, doubling and closure: an investigation of novelistic forms. A study of repetition and ending from literary, psychological and feminist perspectives, linking obsessive psychic patterns and the functions of displacement, doubling and postponement to narration and reader response. Authors to be examined include Laclos, Constant, Flaubert, Bernanos, Duras and Simon.
Prerequisite: one Grade III unit of French literature or by permission of the instructor.

Ms. Respaut

330 (2) Intellectual Revolutions
Topic for 1982-83: *Les grands courants de la pensée française contemporaine*. A study of the ideas and influence of major figures in post-1945 France. Emphasis on Lévi-Strauss, Foucault, and Piaget as well as on the Structuralist and post-structuralist controversies.
Prerequisite: one Grade II unit in French, or by permission of the instructor.

Mr. Grimaud

349 (2) Studies in Culture and Criticism (in English)

Not offered in 1982-83.

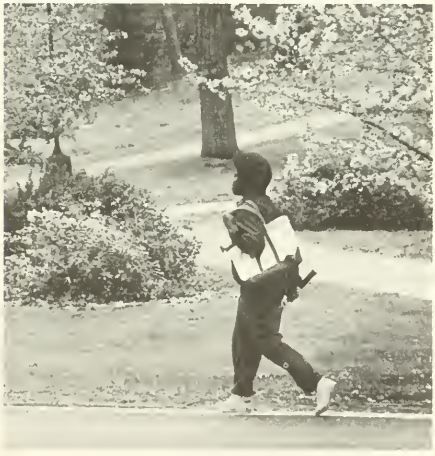
350 (1) (2) Research or Individual Study 1 or 2
Prerequisite: same as for 321.

370 (1-2) Thesis 2 to 4
Open only to honors candidates.

DIRECTIONS FOR ELECTIONS

Course 101-102 is counted toward the degree but not toward the major. Students who begin with 101-102 in college and who plan to major in French should consult the chair of the department during the second semester of their freshman year. Course 141-142 may not be elected by students who have taken both 101-102 and 121-122. A student may not count toward the major 220, both 121-122 and 141-142, both 206 and 226. Course 349 may be counted toward the major but not toward the minimum major.

Students who achieve a final grade of A or A- for 121 or 141 may, on the recommendation of their instructor, accelerate their study of French in the following manner: from 121 to 142, from 141 to a lower Grade II course. Students achieving a final grade of A or A- for 102 may, upon the recommendation of their instructor, accelerate to 141.



Majors are required to complete the following courses or their equivalents: 222, and either 308 or 309. Majors completing this requirement after a Junior Year or Semester Abroad should elect 309 in the first semester; 308 is not open to these students. In some cases 226 may also be required. Majors should consult their advisors regularly to arrange a program of study with these objectives: (a) oral and written linguistic competence; (b) acquisition of basic techniques of reading and interpreting texts; (c) a general understanding of the history of French literature; (d) focus on some special area of study (such as a genre, a period, an author, a movement, criticism, poetics, contemporary French culture).

Majors' attention is drawn to the listing of courses under the Interdepartmental major in French Studies; these courses, plus Religion 104 and 105, are recommended for majors.

Students who plan to do graduate work in French are advised to begin or to pursue the study of a second modern language and the study of Latin; those who plan to do graduate work in comparative literature are advised to continue the study of one or more other modern literatures and to acquire proficiency in at least one classical language.

Students interested in obtaining certification to teach French in the Commonwealth of Massachusetts should consult the director of the Interdepartmental Major in French Studies and with the Chairman of the Department of Education.

Geology

Associate Professor:
Andrews (Chairman)

Assistant Professor:
Besancon, Thompson

100 (1) Oceanography
An introduction to ocean science with an emphasis on marine geology. Topics include ocean currents and sediments, ocean basin tectonics and evolution, coral reefs, deep-sea life, and marine resources. No laboratory.
Open to all students.

Mr. Andrews

102 (1) (2) Introduction to Geology
An introduction to the basic features of the solid earth and the processes that continue to modify it. Emphasis on the development and impact of the continental drift and plate tectonics theories. Laboratory and field trips include study of minerals, rocks, topographic and geologic maps.
Open to all students.

Mr. Andrews, Ms. Thompson, Mr. Besancon

200 (2) Historical Geology
The geologic history of North America and the evolution of life as revealed in the fossil record. Interpretation of paleogeography and ancient sedimentary and tectonic environments. Laboratory and field trips.
Prerequisite: 102 or permission of the instructor.

Mr. Andrews

202 (1) Mineralogy
Introduction to crystallography; systematic study of the rock-forming minerals. Emphasis on geochemical relationships including bonding, solid solution series, and mineral structure. Introduction to optical mineralogy. Laboratory.
Prerequisite: 102 or permission of the instructor.

Mr. Besancon

206 (1)* Structural Geology
Introduction to geometry and origin of rock structure ranging from micro-textures and fabrics to large-scale folding and faulting. Emphasis on processes of rock deformation in terms of theoretical prediction and experimental findings. Laboratory and field trips.
Prerequisite: 102 or permission of the instructor.

Ms. Thompson

Not offered in 1983-84.

207 (2)* Earth Resources
An introduction to the formation and location of geological resources, especially petroleum, coal, ores and water. Topics will include supply and estimation of reserves, modern exploration and exploitation techniques, and environmental considerations. Field trips to be arranged. No laboratory.
Prerequisite: 102 or permission of the instructor.

Mr. Besancon

Not offered in 1983-84.

304 (1)* Stratigraphy and Sedimentation
Study of the formation, composition, and correlation of stratified rocks. Emphasis on sedimentary environments, transportation of sedimentary particles, sediment diagenesis, and sedimentary petrography. Laboratory and field trips.
Prerequisite: 202.

Not offered in 1982-83.

Ms. Thompson

Offered in 1983-84.

305 (1)* Invertebrate Paleontology
The morphology and evolution of the major fossil invertebrate phyla with disucssion of such general topics as functional morphology, origin of species and higher taxa, ontogeny and phylogeny, and animal size and shape relationships. Laboratory.
Prerequisite: 200, or permission of the instructor.

Mr. Andrews

Not offered in 1983-84.

308 (2)* Plate Tectonics
An examination of the geological, paleontological, and geophysical arguments underlying the plate tectonic theory of global dynamics. Topics to include: historic controversy over continental drift, evidence from the ocean basins leading to the concept of sea floor spreading, geophysical evidence for plate boundaries and plate motions, tectonic provinces associated with presently active plate boundaries, applications of plate theory in the interpretation of ancient tectonic provinces. Prerequisite: 102 and 206.

Ms. Thompson

Not offered in 1983-84.

309 (2) Petrology
Study of the origin and occurrence of igneous and metamorphic rocks with particular reference to modern geochemical investigations. Examination and description of hand specimens and thin sections using the petrographic microscope. Laboratory.
Prerequisite: 202.

Mr. Besancon

310 (2)* Geometrics
Statistical analysis of geologic data utilizing univariate, bivariate, and multivariate techniques. Development and application of FORTRAN computer programs for the solution of geologic problems. Laboratory includes field mapping and scientific photography.
Prerequisite: 102 and one Grade II unit, or permission of the instructor.

Not offered in 1982-83.

Mr. Andrews

Offered in 1983-84.

349 (2)* Seminar
Normally a different topic each year.

Not offered in 1982-83.

The Staff

Offered in 1983-84.

350 (1) (2) Research or Individual Study 1 or 2
Open by permission to juniors and seniors.

370 (1-2) Thesis 2 to 4
Open only to honors candidates.

CROSS-LISTED COURSES

Extradepartmental 112 (2)
Evolution: Change Through Time
For description and prerequisite see Extradepartmental 112.

DIRECTIONS FOR ELECTION

In addition to eight units in geology, normally to include 200, 206, 304, and 309, the minimum major requires four units from other laboratory sciences, mathematics, or computer science. All four units may not be taken in the same department. A student planning graduate work should note that most graduate geology departments normally require two units each of chemistry, physics, and mathematics. Biology often may be substituted if the student is interested in paleontology.

The department recommends that students majoring in geology take a geology field course, either 12.051 or 12.052 offered by MIT or a summer geology field course offered by another college.

German

Professor:
Goth (Chairman)

Associate Professor:
Ward

Assistant Professor:
Prather, Hansen

The language of the classroom in all courses is almost exclusively German. The student thus has constant practice in hearing, speaking, and writing German.

The department reserves the right to place a new student in the course for which she seems best prepared regardless of the number of units she has offered for admission.

By doing special reading during the summer and upon approval of the chairman, capable students in 100 have the opportunity to omit intermediate level courses and proceed with 202.

Upon recommendation of their instructor and approval of the chairman, students may proceed from 101 or 102 to 105 or from 104 to 203 at midyear.

Qualified students may be recommended to spend the junior year in Germany. See p. 40.

100 (1-2) Beginning German 2
An introduction which emphasizes German as it is spoken and written today. Extensive practice in all four skills: listening, speaking, reading and writing. Weekly laboratory assignments with special emphasis on oral expression. Reading of short stories and poetry. Introduction to contemporary life and culture in German speaking countries. Four periods.
Open only to students who do not present German for admission.
The Staff

101 (1) Intensive Review German 2
Intensive practice in listening comprehension, speaking and writing for students with previous knowledge of German. Thorough grammar review. Vocabulary building. Reading and tapes from the intermediate level. Five periods. Entering students must take a placement exam. To receive credit and to fulfill the language requirement, students must proceed to 103, or with special permission, 105. Three units of credit are given after completion of 101-103 or 101-105
Mr. Hansen

102-103 (1-2) Intermediate German 2
Review of grammar and practice in all language skills with special emphasis on idiomatic usage. First semester: thorough grammar review, practice in classroom and language laboratory, reading in contemporary culture. Second semester: extensive composition practice, readings in German history and culture and modern literary texts, some computer laboratory work. Three periods. To receive credit and to fulfill the language requirement, students must take two semesters of work. Prerequisite: one to two admission units and placement exam or 100.
The Staff

104-105 (1-2) Studies in Language and Literature 2
Intermediate language study with emphasis on idiomatic usage, vocabulary building, and expository writing. First semester: grammar review, written and oral practice based on literary readings. Second semester: further training in analysis of fiction, poetry, and drama with emphasis on the continued development of language skills. Three periods. To receive credit and to fulfill the language requirement, students must take two semesters of work.
Prerequisite: two to three admission units and placement exam or, by permission of the department, 100. Permission will be based on a high grade in 100.
Ms. Goth

202 (1) 203 (2) Introduction to German Literature 1 or 2
Interpretation of selected masterpieces. Short papers with emphasis on stylistics and grammar. First semester: from the Middle Ages to the Enlightenment. Emphasis on the Reformation and Baroque periods. Second semester: from the 18th- to the 20th-century. Texts by Lessing, Goethe, Schiller, the Romantics and the Realists. Both semesters are required for the major. Each semester may be taken independently. Three periods.
Prerequisite: three or more admission units and placement exam, two units of intermediate level German, or by permission of the department, 100. Permission will be based on a high grade in 100 and summer work.

Mrs. Prather, Ms. Goth

205 (1) Studies in Romanticism: Literary and Folk Fairy Tales
The "Kunstmärchen" of the Romantic epoch and its relationship to the folk "Märchen" (Grimm, Anderson, Perrault) and to myth. Religious, social and psychological patterns. Psychoanalytical interpretations of the fairy tale: Freud, Jung, Bettelheim, Fromm.
Prerequisite: 202, 203 or by permission of the instructor.

Not offered in 1982-83.

Ms. Goth

206 (1) Nineteenth-Century Literature: Women from Romanticism to Realism
Romanticism and Realism with special emphasis on key women of the period; their interaction with Goethe, the Romantic School and their activities in literature and politics of the *Vormärz* and into the late 19th century. The rediscovery of these women by contemporary women authors. Caroline Schlegel-Schelling, Dorothea Schlegel, Karoline von Günderrode, Bettina von Arnim, Rahel Varnhagen, Fanny Lewald, Annette von Droste-Hülshoff and others. Letters, journals, diaries, the salon, as well as novels, novelle and poetry will be examined.
Prerequisite: 202 and 203.

Ms. Ward

207 (1) Twentieth-Century Literature: The Modern German Novel
The late 19th and 20th century novel: Fontane, Kafka, Hesse, Thomas Mann, Böll, Grass and others.
Prerequisite: two Grade II units or by permission of the instructor.

Not offered in 1982-83.

Ms. Goth

Offered in 1983-84.

208 (2) Literature since 1945: Women and Women Authors in the Two Germanies
Discussion of the changing role of women in the Federal Republic of Germany and the German Democratic Republic through an analysis of contrasting literary works by representative women writers from Anna Seghers and Ingeborg Bachmann to Sarah Kirsch and Gabriele Wohmann. The image of women in literature considered within a political/historical context. Attention will also be given to recent trends in literary criticism, including feminist and Marxist approaches.
Prerequisite: one Grade II unit.

Ms. Ward

210 (2) Theatre in Germany
German drama theory and practice from the Middle Ages to the present, with attention to theatrical as well as textual issues. Extensive use of tapes. The course will culminate in the staging of a one-act play or portion of a longer drama chosen by the class.
Prerequisite: one Grade II unit.

Not offered in 1982-83.

Ms. Ward

225 (2) Clashing Myths in German Culture (in English)
Mythology from the Classical and Norse Traditions as a subject of inquiry in modern German thought and as thematic material in opera, literature, philosophy, psychology, and social thought. Includes theories of myth, some classical myths, a study of specific Norse Myths, myth in Wagner, Nietzsche, Hofmannsthal, Freud, Jung, Hesse, Alfred Rosenberg, and Thomas Mann. Course will include listening to two German operas. All texts read in English.
Open to all students.

Mr. Hansen

230 (2) Contemporary Language and Culture in German-Speaking Countries
Development of advanced German language skills with emphasis on idiomatic communication, both oral and written. Readings will explore current cultural issues and form the basis of class discussions and outside activities.
Required of majors whose native language is not German.
Prerequisite: one Grade II unit.

Mr. Hansen

304 (2) Goethe
An introduction to the Goethe-era through study and performance of his dramas from *Götz von Berlichingen* to *Faust*. The Storm and Stress and classical periods.
Prerequisite: 202-203 or by permission of the instructor.

Not offered in 1982-83.

Ms. Ward

305 (2) Reading in Eighteenth-Century Literature
Emphasis on writers of the Enlightenment and the Storm and Stress movement: Gottsched, Lessing, Herder, Bürger, Goethe, Schiller. Particular emphasis on drama.
Prerequisite: two Grade II units or by permission of the instructor.

Mrs. Prather

310 (1) Studies in Poetry
Study of themes, techniques, and historical background. The development of German poetry from the Baroque to modern times. Close study of key poems by Gryphius, Goethe, Novalis, Rilke, Brecht, Celan and others.
Prerequisite: 202-203 or by permission of the instructor.

Not offered in 1982-83.

Ms. Goth

349 (1) Seminar. Goethe's *Faust*
Intensive study of Urfast and *Faust*, parts I and II.
Prerequisite: one Grade III unit or by permission of the instructor.

Ms. Goth

350 (1) (2) Research or Individual Study 1 or 2
Open by permission to juniors and seniors.

370 (1) (2) Thesis 2 to 4
Open only to honors candidates.

CROSS-LISTED COURSES

Music 210 (1) The Romantic Era
Topic for 1982-83: Richard Wagner's *The Ring of the Nibelungen*
For description and prerequisite see Music 210.

DIRECTIONS FOR ELECTION

Course 100 is counted toward the degree but not toward the major. Intermediate level courses (101, 102-103, 104-105) are considered as Grade I courses and are not ordinarily counted toward the major. Students who begin with 100 and who wish to major in German should consult the department in order to obtain permission to omit the intermediate level and take 202-203. Students who begin with intermediate level work and wish to major may be encouraged at mid-year to advance from 101 or 102 to 105 and from 104 to 203.

Students intending to major in the department are required to take 202-203, 304 or 305 offered in alternate years, 230, and at least one seminar.

It is strongly recommended that the major include a distribution by approach; that is, at least one period, one genre and one single-author course, and that there be three Grade III units.

Courses in art, music, philosophy, English, literature courses in other foreign language departments, and History 244 are recommended.

Greek and Latin

Professor:
Lefkowitz (Chairman), Geffcken

Associate Professor:
Marvin [A]

Assistant Professor:
Engels [A2], *Rash, Starr* [A], *Poliakoff, Browning*

Courses on the original languages are conducted in English and encourage close analysis of the ancient texts, with emphasis on their literary and historical values.

The departments reserve the right to place a new student in the course for which she seems best prepared regardless of the number of units she has offered for admission.

Qualified students are encouraged to spend a semester, usually in the junior year, at the Intercollegiate Center for Classical Studies in Rome. See Directions for Election.

Greek

102 (1) Beginning Greek
An introduction to Ancient Greek, stressing rapid reading and Greek as an example of a highly inflected Indo-European language. Four periods. Open to students who do not present Greek for admission.

Mr. Poliakoff

103 (2) Intermediate Greek
Further development of Greek reading and language skills. Three periods.
Prerequisite: 102 or equivalent.

Ms. Browning

104 (1) Classical Mythology
The more important classical myths read in English translations of Greek and Latin authors; their religious origins; their expression in ancient literature and art; their later influence.
Open to all students.

Mrs. Lefkowitz

201 (1) Plato
Apology, Crito, and selections from the *Phaedo.* Socrates in Plato and in other ancient sources, his position in the development of Greek thought. The dialogue form, the historical context. Selected readings in translation from Plato, Xenophon, the comic poets, and other ancient authors. Three periods.
Prerequisite: 102 and 103, or two admission units in Greek, or exemption examination.

Mrs. Lefkowitz

203 (2)* Greek Drama in Translation
Intensive study of tragedies of Aeschylus, Sophocles, and Euripides, in English translation. The survival in literary form of primitive ritual; the development of new mythic patterns on ancient models. The role of contemporary psychoanalytic theory in evaluating the social function and structure of drama.
Open to all students.

Not offered in 1982-83.

205 (2) Homer's Iliad
Study of selected books in Greek with emphasis on the oral style of early epic; reading of the rest of the poem in translation; the archaeological background of the period. Three periods.
Prerequisite: 201.

Mr. Poliakoff

252 (2)* Women in Antiquity
The role of women in Greek and Roman societies; the influence of ancient values on present-day attitudes. Readings from historical, medical, legal, and religious documents; consideration of archaeological evidence. Comparison of relevant materials from other periods and cultures.
Open to all students.

Mrs. Lefkowitz

302 (2)* Aeschylus and Sophocles
Drama as expression of man's conflict with forces beyond his control; the use of mythology to describe the conflict between human institutions and the natural world; innovations in language, metaphor, and metre. Reading of one drama by each author in Greek, others in English.
Prerequisite: 205.

Ms. Browning

303 (1)* Herodotus
A study of Herodotus and the origins of the Western historical tradition, focusing on his theory of history and his place in the intellectual world of 5th century Athens. Herodotus' perception of the war between Greece and Persia as a conflict of liberal and absolutist political institutions and values; Herodotus and the origin of the concept of political freedom.
Prerequisite: 205.

Mr. Engels

304 (1)* Euripides
Euripides' exposition of current problems in traditional narrative framework; his development of dramatic form; his exploration of human and political motivation. Reading of two or three plays in Greek, others in English.
Prerequisite: 205.

Not offered in 1982-83.

Mrs. Lefkowitz

Offered in 1983-84.

305 (2)* Thucydides
Contemporary impressions of the political conflicts confronting the state in the late 5th century B.C. Imperialism and the causes of the Peloponnesian War; the flaws in Athenian democracy and the influence of Sophistic argumentation. The attempt to formulate a scientific approach to history and the rejection of earlier models; the creation of a new prose style. Reading in Greek of selections from Thucydides.
Prerequisite: 205.

Not offered in 1982-83.

Mr. Engels

Offered in 1983-84.

328 (2)* Imperialism and Democracy in Periclean Athens
The relationship between Athenian democracy and Athenian imperialism. To what extent was each necessary for the existence of the other? The conflict between "Golden Age" ideals and the economic, military, and political realities of 5th-century society. Readings in translation from Herodotus, Thucydides, Aristophanes, Greek tragedians and philosophers, and inscriptions (laws, decrees, Athenian tribute lists). Prerequisite: History 150, 230, or permission of the instructor.

Mr. Rash

349 (1) (2) Seminar 1 or 2
First semester: The Hellenistic Age. The social and intellectual climate of third century Alexandria. The rejection of traditional values in new literary forms; the invention of professional scholarship; the deliberate cultivation of obscurity. Reading from Theocritus, the Greek Anthology, Apollonius of Rhodes, Callimachus, and of prose biographies and commentaries based on Alexandrian sources. Second semester: Greek Lyric Poetry. The development of poetic forms and vocabulary to express individual emotion or communal response. The reevaluation of epic tradition in terms of contemporary experience. Reading from Sappho, Simonides, Pindar, and Bacchylides, and of choral odes from Aeschylus.
Prerequisite: 205

Mr. Poliakoff (1), Mrs. Lefkowitz (2)

350 (1) (2) Research or Individual Study 1 or 2
Open to seniors by permission.

370 (1-2) Thesis 2 to 4
Open only to honors candidates who choose to do honors research. For alternate honors program see Directions for Election.

CROSS-LISTED COURSES

Extradepartmental 243 (1)*
Roman Law
For description and prerequisite see Extradepartmental 243.

Extradepartmental 244 (2)
Sport and Ancient Society
For description and prerequisite see Extradepartmental 244.

Extradepartmental 246 (2)*
Ancient Medicine
For description and prerequisite see Extradepartmental 246.

Extradepartmental 251 (1)*
Ancient Science
For description and prerequisite see Extradepartmental 251.

History 150 (2)c
Early Greece
For description and prerequisite see History 150 (2)c.

History 229 (2)*
Alexander the Great and the Hellenistic World
For description and prerequisite see History 229.

History 230 (2)*
Greek History from the Bronze Age to the Death of Philip II of Macedon
For description and prerequisite see History 230.

History 231 (1)*
History of Rome
For description and prerequisite see History 231.

Religion 207 (1)
New Testament Greek
For description and prerequisite see Religion 207.

Latin

100 (1) Beginning Latin
Fundamentals of the Latin language. Readings from classical and medieval texts.
Four periods.
Open to students who do not present Latin for admission, or by permission of the instructor.

The Staff

101 (2) Intermediate Latin
Development of reading skills through intensive study of classical authors. Three periods.
Prerequisite: 100.

The Staff

102 (2) Intensive Review
Survey of grammar and syntax; reading from classical Latin authors. Four periods.
Prerequisite: two admission units in Latin or permission of the instructor.

Ms. Browning

200 (1) Introduction to Vergil's *Aeneid*
Study of the poem with selections from Books I-VI in Latin. Three periods.
Prerequisite: Latin 101 or 102, or three admission units in Latin not including Vergil, or exemption examination.

Mr. Poliakoff

201 (2) Latin Comedy
Study of selected plays of Plautus and Terence in the light of ancient and modern theories of the comic. Reading of two plays in Latin, others in English. Three periods.
Prerequisite: Latin 200, or three admission units in Latin.

Miss Geffcken

207 (2) Medieval Latin
The interaction of Christian values and classical modes of thought in literature from 374 to 1374 A.D. Selected readings from prose and poetry. Three periods.
Prerequisite: 200 or 201 or the equivalent, or permission of the instructor.

Mr. Rash

221 (1) Catullus and Horace
The evolution of Latin poetic style during the last years of the Republic and the Augustan Age. Readings from the short poems of Catullus and the *Odes* of Horace.
Prerequisite: four admission units in Latin or three including Vergil or 200 or 207. Not open to students who have taken [202] or [203].

Mr. Rash

222 (2) Ovid and Petronius
Narrative art in poetry and prose: Ovid's treatment of human psychology in selections from the *Metamorphoses* and from his other works, Petronius' use of comic technique in the *Satyricon*.
Prerequisite: same as for 221. Open to students who have taken [202] or [203].

Miss Geffcken

249 (1) Selected Topics
Topic for 1982-83: Lucretius, *De rerum natura*. Lucretius' re-creation in poetic form of the Epicurean view of human experience.
Prerequisite: 221 or 222 or [202] or [203] or an AP Latin score of 5, or permission of the instructor.

Miss Geffcken

302 (2) Vergil's *Aeneid*
The artistic achievement of Vergil in the light of earlier literature, especially Homer and Ennius; Vergil's view of man and the destiny of Rome.
Prerequisite: 249 or permission of the instructor.

Miss Geffcken

308 (1)* The Struggle for Power in the Late Republic
The events, life, and thought of the late Republic in the letters of Cicero and in the historical writings of Caesar and Sallust.
Prerequisite: 249.

Not offered in 1982-83.

Mr. Starr

Offered in 1983-84.

309 (2)* Livy
Livy's vision of Rome, his use of sources, historical judgment, and literary techniques. Readings from selections on early Rome and the Hannibalic War.
Prerequisite: 249.

Not offered in 1982-83.

Mr. Starr

Offered in 1983-84.

316 (1)* The Effects of Power and Authority in the Empire
How Tacitus and Juvenal understood the Roman Empire. Tacitus' career and its effect on his approach to history; his literary techniques. Juvenal's picture of the debasement of Roman society and life.
Prerequisite: 249.

Mr. Rash

349 (2)* Satire
The origin and development of satire; its social function and characteristic diction; its influence on historical writing, didactic literature, and literary criticism.
Prerequisite: same as 249.

Mr. Poliakoff

350 (1) (2) Research or Individual Study 1 or 2
Open to seniors by permission.

370 (1-2) Thesis 2 to 4
Open only to honors candidates who choose to do honors research. For alternate honors program see Directions for Election.

CROSS-LISTED COURSES

Extradepartmental 243 (1)**
Roman Law
For description and prerequisite see Extradepartmental 243.

Extradepartmental 244 (2)**
Sport and Ancient Society
For description and prerequisite see Extradepartmental 244.

Extradepartmental 246 (2)
Ancient Medicine
For description and prerequisite see Extradepartmental 246.

Extradepartmental 251 (1)
Ancient Science
For description and prerequisite see Extradepartmental 251.

Greek 104 (1)
Classical Mythology
For description and prerequisite see Greek 104.

Greek 252 (2)
Women in Antiquity
For description and prerequisite see Greek 252.

Greek 328 (2)*
Problems in Ancient History and Historiography
For description and prerequisite see Greek 328.

History 231 (1)*
History of Rome
For description and prerequisite see History 231.

History 331 (1)*
Seminar. Roman History
For description and prerequisite see History 331.

DIRECTIONS FOR ELECTION

To fulfill the distribution requirement in Group A, students may elect any courses in Greek or Latin except Greek 252, 328; History 150, 229, 230, 231, 360; Extradepartmental 244, 246, 251, (these courses may be elected to fulfill the requirement in Group B). The following may not be counted toward the major in Greek or Latin: Extradepartmental 244, 246, 251; Greek 203, 228, 252, 254, 328; Greek/Latin 104; History 229, 230, 150, 231, 331.

All students majoring in Greek must complete four units of Grade III work.

All students majoring in Latin are required to complete 302 and at least two units of the following: 308, 309, 316, 317.

Latin students who offer an AP Latin score of 5 should elect 249; an AP score of 4 normally leads to 221.

Students majoring in Greek or Latin are advised to elect some work in the other language. It should be noted that work in both Greek and Latin is essential for graduate studies in the classics.

Courses in ancient history, ancient art, ancient philosophy, and classical mythology are recommended as valuable related work. Students interested in a major in Classical and Near Eastern Archaeology are referred to p. 189 where the program is described.

Students who wish to focus a classical major on ancient civilization can plan with the department an appropriate sequence of courses, which should include work in art, history, philosophy, and literature. Such a program should always contain at least four units of work in the original language. Basic knowledge of French or German is recommended. For details on the Classical Civilization major, see p. 189.

The departments offer a choice of two plans for the Honors Program. Plan A (Honors Research, see 370 above, carrying two to four units of credit) provides the candidate with opportunity for research on a special topic and the writing of a long paper or several shorter papers. Plan B provides an opportunity for the candidate to show through examinations at the end of her senior year that she has acquired a superior grasp, not only of a basic core of texts, but also of additional reading beyond course requirements. Plan B carries no course credit, but where appropriate, students may elect a unit of 350 to prepare a special author or project which would be included in the Honors examinations.

Honors candidates who are Classical Civilization majors should elect Plan B.

The College is a member of the Intercollegiate Center for Classical Studies in Rome, a program for American undergraduates in classical languages, ancient history and topography, archaeology and art history. Majors, especially those interested in Roman studies, are urged to plan their programs so as to include a semester at the Center in the junior year.

History

Professor:
Auerbach (Chairman), Cohen, Cox, Preyer [A1], *Robinson*

Associate Professor:
Jones, Tumarkin

Assistant Professor:
Knudsen, Engels [A2], *Saad* [A], *Gouda, Fitzpatrick, Dyer*

Instructor:
Wilson

100 (1) (2) Medieval and Early Modern European History
A study of the major ideas and institutions that have shaped Western civilizations from the "grandeur that was Rome" to the Age of the Renaissance and Reformation. Emphasis upon the different "lifestyles" of successive Western societies and upon the processes of social change in the history of Western Europe. Introduction to the techniques of historical analysis and to problems in the interpretation of historical evidence through extensive use of original sources.
Open to all students.

Mr. Cox, Ms. Dyer

101 (1) (2) Modern European History 1
An introduction to European history from 1600 to the present, designed to aid the student in formulating historical judgments about the significance of representative institutions, the scientific revolution, the Enlightenment, the French Revolution, industrialization, imperialism, world wars, totalitarianism.
Open to all students.

Ms. Tumarkin, Mr. Knudsen, Ms. Gouda

102 (1) The American Experience
An introduction to the social, cultural, political, and economic forces that have shaped American history, including colonization, slavery, immigration, civil conflict, industrialization, and international relations.
Open to all students. Principally for those who have not had a survey course in American history in junior or senior year of high school.

Ms. Fitzpatrick

103 (1) Introduction to Non-Western History
An introduction to world history focusing appreciably on non-Western societies and civilizations. Deals with common themes in the origins and evolution of civilization from Europe, Africa and the Middle East, to India, China and the Far East. Discussion of the delineation of world cultures from ancient to post medieval times. Concludes with a survey of the Western expansion, from the age of exploration to imperialism, and the responses of various societies to the rise of globalism in the modern era.
Open to all students.

Not offered in 1982-83.

150 (1) (2) Colloquia
For directions for applying see p. 47. Open by permission to a limited number of freshman and sophomore applicants.

(1)
a. The Southern Confederacy

An examination of the various forces that shaped, divided, and ultimately led to the defeat of the Confederate States of America, with special emphasis on racial, class, and political conflict within the new nation.

Not offered in 1982-83.

Ms. Jones

d. Henry VIII: Wives and Policy

A study of the relationship between Henry's matrimonial ventures (all six) and issues of domestic and foreign policy during his reign. The colloquium will be structured around the BBC television series (6 films, 90 minutes each) called "The Six Wives of Henry VIII." Recent scholarly works, including biographies where possible, and 16th-century sources will provide historical materials for comparison with and contrast to the dramatic presentations.

Not offered in 1982-83.

Mrs. Robinson

e. China in Outside Perspective

Can another people's historical or cultural experience be understood in its own terms by an outsider? Or does the outsider's outsideness place definite limits upon cross-cultural understanding? Many westerners who went to China in the 20th century stayed for long periods, became deeply engaged in the revolutionary changes that were taking place, and then wrote accounts (often highly personal) of their experiences. What we can learn from these accounts about China – and what the accounts tell us about the outsiders themselves (many of them Americans) – will be the central problem explored in this course. Readings will be drawn from autobiography, fiction, personal memoirs, and journalism.

Mr. Cohen

(2)

c. Early Greece

A study of the formation of the Western cultural tradition in Greece from the Bronze Age to 500 B.C. The course will emphasize the development of fundamental innovations such as rational thought, the belief in natural law, and systems of government based on the consent of the governed. Other topics will include the Minoan and Mycenaean civilizations, the problem of the Dorian invasion and the Greek Dark Ages, religion, society, the formation of city states, and colonization.

Mr. Rash

h. Richard The Lion-Hearted in History and Legend

An introduction to the great issues of life and death, love and war, politics and religion during the second half of the 12th century in England, France, and the "kingdoms beyond the Sea" through a study of the life and career of one of medieval Europe's most famous figures.

Mr. Cox

l. Karl Marx in His Times

Critical introduction to the life, writings, and activities of Karl Marx in the setting of German and European history. Problems to be considered: Marx as young Hegelian; life within the exile communities of Paris, Brussels, and London; Marx in the revolutions of 1848; the critique of capitalism; the friendship with Friedrich Engels; exile in Victorian England; Marx in the Second International; Marxism in the European labor movement; revisionism before World War I; Marx and Lenin.

Mr. Knudsen

222 (1) Classical and Early Medieval Intellectual History

A history of Western thought from its pre-Socratic origins to Boethius. Emphasis will be placed on the living issues of thought in the pre-Socratics, Plato, Aristotle, the Stoic and Epicurean philosophers, the Bible and the Church Fathers, among others.

Open to freshmen and sophomores who have taken 100 or related work in literature or philosophy, and to juniors and seniors without prerequisite.

Not offered in 1982-83.

Mrs. Chaplin

223 (2) Science and Medicine from the Middle Ages to the Scientific Revolution

A survey of developments in science and medicine between 500 and 1700. The course will trace the classical tradition in natural philosophy inherited from Antiquity, its transformation in the high Middle Ages, and the emergence of new explanatory systems during the 16th and 17th centuries. Authors to be read include Albertus Magnus, Oresme, Leonardo, Paracelsus, Copernicus, Vesalius, Francis Bacon, Galileo, Harvey, Descartes, and Newton.

Prerequisite: same as for 232. Not open to students who have taken 258.

Ms. Dyer

229 (2)* Alexander the Great and the Hellenistic World

The course will survey the achievements of Alexander and the culture of the new world he created. The personality and career of Alexander will be examined as well as the innovations he introduced into the Western world: new concepts of kingship, political organization, and the notion of brotherhood between diverse ethnic groups. The rich diversity of the Hellenistic world will also be surveyed: trade with India and China, religious syncretism, the spread of oriental religions into the Mediterranean world, and the achievements of Hellenistic science which formed the foundation for the future development of the Western scientific tradition.

Open to all students.

Not offered in 1982-83.

Mr. Engels

230 (2)* Greek History from the Bronze Age to the Death of Philip II of Macedon
A survey emphasizing the relationships between the patterns of Greek culture, the origins of the Western intellectual tradition, and the development of constitutional forms of government culminating in the formulation of democracy in Athens. Other topics will include Greek religion, society, economy, and the failure of Athenian democracy in its conflicts with Sparta and Macedon.
Open to all students.

Not offered in 1982-83.

231 (1)* History of Rome
An introduction focusing on Rome's cultural development from its origins as a small city state in the 8th century B.C. to its rule over a vast empire extending from Scotland to Iraq. Topics for discussion will include the Etruscan influence on the formation of early Rome, the causes of Roman expansion throughout the Mediterranean during the Republic, and the Hellenization of Roman society. Also, the urbanization and Romanization of Western Europe, the spread of mystery religions, the persecution and expansion of Christianity, and the economy and society of the Empire will be examined.
Open to all students.

Mr. Engels

232 (2) The Medieval World, 1000 to 1300
An introduction to the history and culture of Europe during the High Middle Ages, for students interested in art, literature and philosophy as well as history. The attempt to create a Christian commonwealth will be examined, together with its effects upon feudal monarchy, knights and chivalry, peasants, townsmen and students. Life in castles, on manors, in villages and towns will be seen in relation to political, religious and social ideas as expressed in contemporary sources, including art and literature.
Open to qualified freshmen and sophomores (see Directions for Election) and to juniors and seniors without prerequisite.

Not offered in 1982-83.

Mr. Cox

233 (1) Renaissance Italy
Italian history and culture from the age of Petrarch and Boccaccio to the age of Michelangelo and Machiavelli. The new urban civilization of late medieval Italy as a background to the developments in art, literature, and philosophy of the Renaissance. Topics to be discussed include the commercial revolution, the impact of the Black Death, republicanism and the growth of civic humanism, patronage and art, the rise of the court, theories of princely power, and Counter-Reformation culture.
Prerequisite: same as for 232.

Ms. Dyer

234 (1) Renaissance and Reformation in Western Europe
The development of culture and society between 1300 and 1600. The course will concentrate on the intellectual movements of the Renaissance and Reformation period: humanism, neoplatonism, scholasticism, mysticism, scepticism, and reformation thought. Reading will consist largely of primary sources, including works by Dante, Petrarch, Pico, Erasmus, Machiavelli, Luther, Calvin, Loyola, Montaigne.
Open to all students.

Not offered in 1982-83.

Ms. Dyer

235 (2) Medieval and Early Modern European Intellectual History, 400 to 1600
A survey in the history of ideas from Augustine to Francis Bacon. Themes to be studied: the dignity of man, the freedom of the will, man and nature, man and God. Reading largely from primary sources, including Augustine, Boethius, Anselm, Abelard, Bonaventure, Aquinas, Ockham.
Prerequisite: same as for 232.

Not offered in 1982-83.

Ms. Dyer

236 (2)* The Emergence of Modern European Culture: The Seventeenth and Eighteenth Centuries
A comparative survey of Enlightenment culture in England, France, and the Germanies. Topics to be considered include skepticism, the scientific revolution, classicism in art, the formation of liberal society, the differing social structure of intellectual life. The approach is synthetic, stressing the links between philosophy, political theory, art, and their historical context. Among the authors: Locke, Hume, Voltaire, Diderot, Rousseau, Lessing, Kant, Goethe.
Prerequisite: same as for 232.

Mr. Knudsen

237 (1)* Modern European Culture: The Nineteenth and Twentieth Centuries
A survey of European culture from the French Revolution to the post-World War II period—from idealism to existentialism in philosophy, from romanticism to modernism in art and literature. As with 236, emphasis is placed on the social and historical context of cultural life. Among the authors: Wordsworth, Hegel, Marx, Mill, Nietzsche, Freud, Merleau-Ponty.
Prerequisite: same as for 232.

Not offered in 1982-83.

Mr. Knudsen

238 (1) English History: 1066 and All That
From the coming of the Anglo-Saxons through the coming of Henry Tudor. This survey will study some of the traditional heroes and villains, such as Alfred the Great, William the Conqueror, Richard the Third; church and churchmen, such as Bede, Becket, and Beaufort; developments into and away from feudal monarchy; aspects of sociopolitical history, including baronial and peasant uprisings; and selected cultural achievements. Open to qualified freshmen and sophomores (see Directions for Election), to sophomores who have taken 100 or are concentrating in English literature, and to juniors and seniors without prerequisite.

Mrs. Robinson

239 (2) English History: Tudors and Stuarts
The 16th and 17th centuries, emphasizing the unique aspects of the English Reformation, Elizabethan achievements and failings, and the multiple revolutions or alleged revolutions of the 17th century. Special attention to exploring the controversies among historians in explaining and interpreting these transforming developments.
Prerequisite: same as for 238.

Mrs. Robinson

240 (1) English History: Victorians and Edwardians
The 19th and early 20th centuries, emphasizing the interplay of individuals and groups confronted with historically unprecedented changes in their material and intellectual world. Exploration of the transformation of a basically agrarian, hierarchical, traditional society into an industrial, class-divided, secular world power.
Open to qualified freshmen and sophomores (see Directions for Election), to students who have taken 101 or 239, to sophomores concentrating in English literature, and to juniors and seniors without prerequisite.

Mrs. Robinson

242 (1) The Age of Louis XIV in France
The history and culture of France, 1600-1715. Absolute monarchy and the palace-city of Versailles, both as techniques of government and as expressions of political, religious and aesthetic ideals will be studied against the background of crisis, rebellion and war during the first half-century. The art, architecture, drama and literature of the "Classical Age" will complete this picture of the France that became the wonder and the terror of its time.
Prerequisite: same as for 232.

Mr. Cox

243 (2) The Enlightenment, the French Revolution, and Napoleon
The history and culture of France, 1715-1815. Monarchical splendor, lordly pleasures, the new urban culture, and the pursuit of happiness and reform, as seen in art, architecture and letters during the Age of Voltaire and Rousseau. Analysis of the causes and events of the Revolution, the effort to create a Republic of Virtue, the rise of Napoleon and the creation of the Napoleonic Empire. Napoleon himself will be studied as one of the more fascinating and enigmatic phenomena in modern European history.
Prerequisite: same as for 232.

Mr. Cox

244 (1) Modern Germany
Beginning with the revolution of 1848, an examination of German politics, society, and culture to the post-World War II period. Special emphasis on Bismarck and the founding of the German Empire; the Empire's crisis and collapse in World War I; the formation of the Weimar Republic; and the emergence of Nazism and the Third Reich. The task will be to explore the German response to problems shared throughout Western Europe.
Prerequisite: same as for 232.

Mr. Knudsen

245 (1) History of Modern France, 1815-Present
Starting with the restoration of the monarchy this course will explore the interaction between the revolutionary tradition and reactionary factions in French politics, the eruption of revolution in 1830 and 1848, the Commune in 1870 and the emergence of a politicized labor movement and its connections to international Marxism, and in the 20th century attention will be devoted to the fate of France during World War I, the United Front in the inter-war years, and political alignments during World War II; France's economic takeoff in the postwar era, the Algerian crisis, and the student protests of the 1960s.
Prerequisite: same as for 232.

Ms. Gouda

246 (2) Medieval and Imperial Russia
A study of the social, political, economic, and cultural development of Russia from the medieval period to the mid-19th century. Particular consideration is given to the rise of absolutism, the enserfment of the peasantry, and the impact upon Russia of successive foreign cultures—Byzantium, the Mongol Empire, and the West.
Open to sophomores, juniors, and seniors without prerequisite.

Not offered in 1982-83.

Ms. Tumarkin

247 (1) Modern Russia and the Soviet Union
One hundred years of reform, revolution, and reaction. Late Imperial Russia, the Revolution of 1917, and the creation of a Soviet state under Lenin and Stalin. Special emphasis is placed on the Russian Revolution and on continuity and change under Soviet rule.
Prerequisite: same as for 246.

Ms. Tumarkin

248 (1) Europe in the Twentieth Century
An interpretative study of modern Europe emphasizing social change and the development of new modes of thought and expression. Topics include: communism, fascism, nationalism; Freud; changing artistic and intellectual perceptions; the mass media.
Prerequisite: same as for 246.

Ms. Tumarkin

250 (1) The First Frontier
The adaptation of the English, Europeans, and Africans to the alien environment of North America in the 17th century. Analysis of the formation of colonial settlements, problems of survival and leadership, relations with Indian cultures, the creation of new societies in the New World.
Open to sophomores, juniors, and seniors without prerequisite.

Not offered in 1982-83.

Mrs. Preyer

251 (2) The United States in the Eighteenth Century
The transformation of society, culture, and politics in the era of the American Revolution, 1750-1820.
Open to sophomores, juniors, and seniors without prerequisite.

Mrs. Preyer

252 (2) The United States in the Nineteenth Century
An introduction to the century of the Industrial Revolution; westward expansion; maturation of the southern slave economy; civil war; and the first organized efforts of Afro-Americans, women, and workers to achieve full political and economic rights.
Prerequisite: same as for 246.

Ms. Jones

253 (2) The United States in the Twentieth Century
Selected 20th-century issues and problems, with emphasis on the responses of Americans and their institutions to social change.
Prerequisite: same as for 246.

Mr. Auerbach

257 (2) Women in American History
A survey of women in American history, from the colonial period to the present, focusing on the family, education, patterns of paid and unpaid labor, creative women, images of women in the popular media, women's rights, and feminism. Special emphasis on class, ethnic, racial, and religious differences among American women, as well as their common experiences.
Open to all students, except those who have taken [155].

Ms. Jones

259 (1) American Labor History
The history of the American worker from the colonial period to the present. The experience of working men and women will be studied along with the broader relationship between labor and the state. Special emphasis will be placed on the impact of industrialization, religion and the working class, labor unrest, the growth of organized labor, conflict and change within the labor movement.
Open to sophomores, juniors, and seniors without prerequisite.

Ms. Fitzpatrick

260 (1)* History of Latin America
The political, social, economic, and cultural evolution of the Latin American world from colonial days to the present. Emphasis on colonial institutions and their relations to historical developments in the Iberian peninsula and on the fundamental problems, especially in certain key countries, of modern and contemporary Latin America.
Open to qualified freshmen and sophomores (see Directions for Election), to sophomores who have had a course in history or art history, and to juniors and seniors without prerequisite.

Ms. Roses

261 (1)* History of Spain
From the epic struggle between Moors and Christians for the control of the Iberian peninsula, through the centuries of Imperial Spain, to modern Spain with its split between liberals and conservatives, a split which explodes into the apocalyptic Civil War of 1936-39, the history of Spain is explored through readings, lectures, and discussions. The course ends with the study of the Franco dictatorship (1939-75) and post-Franco Spain.
Prerequisite: same as for 260.

Not offered in 1982-83.

Ms. Roses

267 (2) African Historical Traditions
This course seeks to illustrate the richness of cultural historical traditions in Africa. Consideration of various kingdoms, from Yorubaland in West Africa to Ethiopia in East Africa to Great Zimbabwe in southern Africa. Discussion of art, architecture, literature, religion and belief systems. Special emphasis on the evolution of social, political and spiritual culture and on the modes of transmission of culture from medieval to modern times.
Open to all students.

Not offered in 1982-83.

268 (2) Africa in the Modern World
Modern history of Africa from the mid-19th century to the present. Analyzes the origins, growth and breakdown of colonialism with emphasis on traditionalist and modernist African responses. Examines the rise of nationalist and liberation movements and the emergence of new states. Discussion of post-independence problems and special attention to the current crisis in southern Africa.
Open to all students.

Not offered in 1982-83.

269 (2) History of the Islamic World
History of the Middle East from the rise of Islam to World War I. The first half of this course (600-1300) surveys the classical age of Islamic civilization and the early Islamic dynasties. Topics include: the rise and spread of Islam, the development of social and political institutions, the relationship of religion to state, and Islamic science and philosophy. The second half of the course (1300-1914) concentrates on the later Islamic states (Ottoman, Safavid, and Mughal) and their interaction with Europe. Special emphasis on the Ottoman Empire as the background to the Middle East in the 20th century.
Open to all students.

Ms. Wilson

270 (2) The Middle East in the Twentieth Century
The history of the Middle East in the 20th century is largely the history of state formation. This course focuses on the clash of imperialism and nationalism which shaped the Middle Eastern states and continues to influence their development. Topics include the failure of liberalism, the waning of British and French hegemony, the rise of U.S. and Soviet interests, radical nationalist ideology, the Arab-Israeli conflict, the military in politics, oil, the Iranian revolution, and the Islamic resurgence.
Open to all students.

Ms. Wilson

271 (2) Japanese History
Japanese history from earliest times to present, focusing on modern period (since 1600). Special consideration given to cross-cultural comparison (Japanese and European feudalism, Japanese and Chinese responses to encounters with the modern West), factors contributing to Japan's rapid economic growth in the 19th century and the development of ultranationalism and militarism in the 20th, cultural and intellectual trends, World War II and the postwar recovery, problems faced by Japan in the future.
Open to all students.

Mr. Cohen

275 (1) Late Imperial Chinese History
After a brief survey of earlier developments in Chinese history, the course will focus on the period from late Ming (ca. 1600) to the eve of the revolution of 1911. Emphasis will be placed on both internal and external sources of change: the growing commercialization of Chinese society, unprecedented population expansion, the doubling of the size of the Chinese empire in the 18th century, indigenous intellectual and cultural developments, the political-economic-intellectual impact of the West and the progressive breakdown of Chinese society and polity in the 19th century.
Open to all students.

Mr. Cohen

276 (2) China in Revolution
An introduction to the revolutionary changes that have swept China in the 20th century. Among topics to be covered: the revolution of 1911 and its meaning; warlordism and the militarization of Chinese politics; May Fourth cultural, intellectual, and literary currents; Jiang Kaishek and the Guomindang; Mao Zedong and the early history of the Communist movement; social and economic changes; World War II; the Communist triumph in 1949 and major developments of the last 30 years; future problems.
Open to all students.

Mr. Cohen

280 (2) Imperialism and the Third World
Analyzes the economic and political causes of the expansion of Europe and the United States into Africa, Asia, the Middle East, and Latin America since the mid-19th century. Examines the characteristics and consequences of imperialism and dependency in these areas of the world today.
Open to all students without prerequisite.

Not offered in 1982-83.

284 (1) History of the Middle East
A study of the rise of the modern Middle Eastern states against the background of the disintegration of the Ottoman Empire. Focus will be on a series of important transformations, such as the rise of Muhammad Ali in Egypt, the Ottoman reforms of the 19th century and the realignments which came in the wake of the two world wars. A survey of the colonial interlude and the emergence of nationalist movements, concluding with a historical overview of the Mideast conflict.
Open to all students.

Not offered in 1982-83.

310 (1-2) Social History of the United States 1 or 2
The development of American society in terms of changing family organization, socioeconomic class structure, patterns of work and leisure time activities, industrialization, urbanization, ethnic groups, and social and geographical mobility. First semester: Colonial period to 1850. Second semester: 1850 to 1970. Either semester may be elected independently.
Open to juniors and seniors who have taken two units of history or by permission of the instructor.

Ms. Jones

312 (2) Intellectual History of the United States
The ideas associated with the development of American culture as they are embodied in political thought, religion, the arts, philosophy and social institutions from the colonial period to the present time.
Open to juniors and seniors who have not previously taken [355].

Mrs. Preyer

315 (2) America in the 1960s
This course will examine one of the more turbulent decades in recent American history. The "New Frontier", the "Great Society" and the early Nixon years will be explored along with the varied manifestations of political and social unrest. Civil Rights, the crisis in the nation's cities, the evolution of America's involvement in Vietnam and the impact of the war at home will be stressed.
Open to juniors and seniors.

Ms. Fitzpatrick

329 (1) Labor and Working Class Culture in Modern Europe
A comparative history of various European nations; among them France, England, the Low Countries, and Germany since the beginning of industrialization. While the French Revolution changed the nature of political authority, industrialization, as it first occurred in England during the 18th century, revolutionized many of the prevailing productive and social relationships. Emphasis will be placed on social and demographic developments, changes in social structure and the family, working class conditions, and popular culture.
Open to juniors and seniors.

Not offered in 1982-83.

Ms. Gouda

330 (1) Seminar. Medieval Kings, Tyrants and Rebels
A study of the feudal classes of Western Europe during the High Middle Ages and the role which they played in defining western notions of political, religious and personal freedom. Ideas of kingship and tyranny, concepts of nobility, women and feudalism, kinship and vassalage will be examined by making use of medieval sources wherever possible: chronicles, biographies, correspondence, political treatises, epic and romantic literature. Examples will be drawn primarily from the history of England and France between the 11th and 14th centuries, but material on Germany, Italy and Spain will also be included.
Open to qualified juniors and seniors by permission of the instructor (see Directions for Election).

Mr. Cox

331 (1) Seminar. Roman History

Not offered in 1982-83.

Mr. Engels

333 (2) Seminar. Renaissance Florence
"It is undoubtedly a golden age," wrote Marsilio Ficino in 1492, "which has restored to light the liberal arts that had almost been destroyed: grammar, poetry, eloquence, painting, sculpture, architecture, and music. And all that in Florence." But the Florentine Renaissance was also a period of social upheaval, political constriction, economic depression, and religious uncertainty. In what ways did the social, political, and economic crises serve as the background and impetus to the intellectual and artistic flowering? We will approach this question by examining the structure of Florentine society, and in particular the life and mentality of the patrician families whose patronage and protection fueled the "golden age" of Florentine culture.
Prerequisite: same as for 330.

Not offered in 1982-83.

Ms. Dyer

334 (2) Seminar. Material Culture and Daily Life in Renaissance Europe
An interdisciplinary approach to the experience of ordinary life and work in the Renaissance. Using methods from anthropology and sociology as well as history and art history, we will use material culture to study the ways in which the rise of cities and a capitalist economy transformed the conditions of everyday existence.
Topics to be covered include cities and towns, workshops and houses, dress, food manners, secular and religious ritual, painting, music, printing, and mechanical inventions.
Open to qualified juniors and seniors by permission of the instructor. (See Directions for Election).

Ms. Dyer, Ms. Friedman (Art)

337 (2) Seminar. The 1920s in America
Examination of American society in the aftermath of a disastrous war. Among the major topics are political repression, presidential scandals, the retreat from political activism to narcissism and careerism and Babbitry as a dominant cultural norm. Consideration of the Crash of 1929 will precede comparisons with the 1970s.
Prerequisite: same as for 330.

Not offered in 1982-83.

Mr. Auerbach

338 (2) Seminar. America as the Promised Land
An examination of selected texts drawn from various disciplines and historical eras which attempt to define the promise of the American experience and analyze the fulfillment or failure of that promise.
Open to qualified juniors and seniors by permission of the instructor.

Mr. Auerbach

339 (1) Seminar. American Jewish History
The development of American Jewish life and institutions since the era of mass immigration, with particular attention to the tension between Old World and American Jewish cultures. Historical and literary evidence will guide explorations into the social, psychological, and political implications of Jewish minority status in the United States.
Open by permission of the instructor.

Mr. Auerbach

340 (2) Seminar. American Legal History
The modification of English law in the American colonies, the impact of legal changes during the post-revolutionary period, the relationship of law and legal institutions to social and economic change. Group research in seclected topics relating to the development of American law in the period before the Civil War.
Open to juniors and seniors.

Mrs. Preyer

341 (2) Seminar. The Nature and Meanings of History
Introduction to modern historical writing with an emphasis on the tendencies and countertendencies in the 20th-century European tradition. Particular concern with patterns of historical explanation as adopted by practicing historians: individual and collective biography, demography and family reconstruction, psycho-history, Marxism.
Open to qualified juniors and seniors by permission of the instructor.

Not offered in 1982-83.

Mr. Knudsen

342 (2) Seminar. Imperialism and Dependency in the Third World
This semester the course concentrates on the Middle East and North Africa. Examines the theoretical approaches to the economic and political expansion of Europe and the U.S. in the 19th and 20th centuries. Through case studies explores the impact of imperialism on local political, economic, and social structures. Compares and contrasts various local responses to imperialism and neo-imperialism. Considers questions of dependency and underdevelopment.
Open by permission of the instructor.

Ms. Wilson.

345 (1) Seminar. Chinese History
Normally a different topic each year.
Prerequisite: same as for 330.

Not offered in 1982-83.

346 (2) Seminar. History of Sino-American Relations.
Possible topics to be covered: the treatment of Chinese in California and U.S. exclusion legislation, the rhetoric and reality of the Open Door, American intellectual and cultural influence on China in the 1920s and 1930s, China and the U.S. as allies during World War II, American intervention in the Chinese civil war, McCarthyism and the re-emergence of anti-Chinese feeling in the 1950s, the Nixon opening and the renewal of diplomatic relations, current and future problems in Sino-American relations.
Prerequisite: same as for 330.

Mr. Cohen

347 (2) Seminar. History and Poverty: The Poor and the Oppressed in Nineteenth-Century Europe
In an age without comprehensive social provisions for the poor and the oppressed, life for the majority of citizens in France, the Netherlands, and England was "nasty, brutish, and short." This seminar will explore the ways in which European societies cared for their indigent masses and, when poor relief was not forthcoming, how the poor responded to their plight and material suffering. By examining a variety of literary sources, household budgets, documents of working class organizations, and national legislation, the seminar will address such issues as the impact of the revisions of the British Poor Law in 1834, the relationship between poverty and economic change in the Netherlands, and the connection between pauperism and criminality in France in order to derive insights into the social conditions of the poor as well as the origins of the contemporary welfare state. Prerequisite: same as for 330.
Not offered in 1982-83.

Ms. Gouda

348 (1) Seminar. Women, Work and the Family in European History, 1700-present
An exploration of the ways in which economic and social transformations between 1700 and the present affected the lives of women, their work patterns, and modified their relative positions of power not only within the family but also within society at large. By placing women within the context of the family economy, topics to be discussed are demographic changes, household structures, the demand for female labor, and the changing position of women within the organization of the family.
Prerequisite: same as for 330.

Ms. Gouda

350 (1) (2) Research or Individual Study 1 or 2
Open by permission to juniors and seniors.

351 (2) Seminar. The "Woman Question" in Victorian England
A study of the literature about, and the struggles for, the emancipation of women: personal, legal, educational, professional, political. A major source will be the periodical literature from the 1850s onward, with special attention to the many articles written, often anonymously, by women.
Prerequisite: same as for 330.

Mrs. Robinson

357 (1-2) Seminar. Germany in the Twenties 1 or 2
Introduction to the Weimar Republic from its revolutionary beginnings in 1918 until the Depression and the Nazi takeover. Course will study the politics, society and culture of the 1920s using memoirs, plays, films, novels and pamphlets. Not open to those who have taken 150j.
Prerequisite: same as for 330.

Mr. Knudsen

358 (2) Seminar. Origins of the World Wars
A comparative study of the literature and the historians' debates about the coming of war in 1914 and again in 1939. The alleged underlying origins, some of the precipitating crises, and the roles of the various powers will be examined. Special attention will be given to the equivocal position of Great Britain in both the pre-World War I and pre-World War II years.
Prerequisite: same as for 330. Not open to students who have taken 368.

Mrs. Robinson

359 (1) Seminar. Russia after Stalin
Who or what could replace Stalin after his death in 1953? How did the U.S.S.R. achieve the status of a great power and at what cost? This seminar on the last quarter-century of Soviet history will explore such topics as: the politics of de-Stalinization; Khrushchev and Brezhnev as leaders; Soviet relations with China, the West and the Third World; Solzhenitsyn, Sakharov and other dissident writers; hooliganism, alcoholism, religious revivals.
Open by permission of the instructor to juniors and seniors who have taken History 247 or Political Science 301. Not open to students who have taken 331.

Ms. Tumarkin

370 (1-2) Thesis 2 to 4
Open only to honors candidates.

CROSS-LISTED COURSES

Black Studies 206 (1)
Afro-American History, 1500-Present
For description and prerequisite see Black Studies 206.

Black Studies 216 (1)
History of the West Indies
For description and prerequisite see Black Studies 216.

Black Studies 319 (2)
Pan-Africanism
For description and prerequisite see Black Studies 319.

Black Studies 340 (2)
Seminar. Afro-American History
For description and prerequisite see Black Studies 340.

Education 212 (1)
History of American Education
For description and prerequisite see Education 212.

Education 312 (2)
Seminar. History of Child Rearing and the Family
For description and prerequisite see Education 312.

Greek 328 (2)*
Problems in Ancient History and Historiography
For description and prerequisite see Greek 328.

Religion 203 (2)*
The Ancient Near East: An Introduction
For description and prerequisite see Religion 203.

Religion 218 (1)*
Religion in America
For description and prerequisite see Religion 218.

Religion 255 (2)*
Japanese Religion and Culture
For description and prerequisite see Religion 255.

DIRECTIONS FOR ELECTION

The history department allows majors great latitude in designing programs of study to encourage breadth and depth of knowledge. Department offerings fall, for the most part, into three roughly defined areas: (1) the premodern West (ancient Greece and Rome, Europe before 1600, medieval and imperial Russia): (2) the modern West (Europe since 1600, the United States, modern Russia); and (3) the non-West (Africa, China, Japan, and the Third World). Majors may elect courses freely, but it is strongly recommended that at least one unit be taken from each of these areas. (The department chairman should be consulted if it is unclear into which area a particular course falls.) Students should discuss their programs with their major advisors, and should consult with their advisors about any changes they wish to make in the course of their junior and senior years.

The department encourages its majors to focus eventually upon a special field of interest such as (1) a particular geographical area, nation, or culture; (2) a limited time period; (3) a special aspect of history, e.g., political, social intellectual, economic; (4) a significant historical problem or theme, e.g., revolution, cultural change, urbanization, institutional development, colonialism. In designing a program, students should consider courses given at MIT and in other departments at Wellesley. Some seminar work is strongly encouraged of all majors. Seminars, unless otherwise indicated, are open by permission of the instructor to qualified juniors and seniors.

The general survey courses (100, 101, 102, 103) and Grade II survey courses in classical (229, 230, 231), American (257), Asian (271, 275, 276), Middle Eastern (280, 284), and African (267, 268, 269) history are open to all students without prerequisite. In addition, freshmen and sophomores with a strong secondary school background in European history (ancient, medieval, or modern) may elect as a beginning course 223, 232, 233, 234, 235, 236, 237, 238, 239, 240, 242, 243, 244, 245, 248. Courses at the Grade I level however, are strongly recommended for students planning to major in history.

Italian

Assistant Professor:
Jacoff (Chairman), Mattii

Instructor:
Ciccarello

All courses, unless otherwise listed, are conducted in Italian. In all courses given in Italian, except seminars, some work may be required in the language laboratory.

Qualified students may be recommended to spend the junior year in Italy. See p. 40.

Attention is called to the major in Italian Culture. See Directions for Election and Individual Majors.

100 (1-2) Elementary Italian 2
Development of basic language skills for the purpose of acquiring contemporary spoken Italian and a reading knowledge useful in the study of other disciplines. A general view of Italian civilization. Three periods.

The Staff

202 (1) Intermediate Italian I
Review of grammar, syntax, and development of vocabulary. There will be short written compositions and emphasis on the spoken language with conversations on a variety of topics. The topics will be suggested by the reading of a significant modern novel or selected short stories. The novel or stories will be supplemented by pertinent articles which clarify their themes in historical and social terms. Three periods.
Prerequisite: 100 or the equivalent.

The Staff

203 (2) Intermediate Italian II
Development and refinement of language skills, with equal emphasis on written and oral practice, emphasis on writing, speaking and reading. Two significant novels will be read. The novels will be the basis for class discussion of cultural, historical and literary issues. They will be supplemented by pertinent articles and other shorter literary texts. In this fourth semester of Italian, there will also be a greater emphasis on critical and analytical reading of the novels. Three periods.
Prerequisite: 202 or the equivalent.

The Staff

204 (2) An Introduction to Italian Literature and Culture of the Nineteenth and Twentieth Centuries
An introductory study of selected major poetic and prose texts of the 19th and 20th centuries. The course will discuss such authors as Foscolo, Leopardi, Manzoni, Nievo, Verga, Svevo, Pirandello, Montale, De Sanctis, Gramsci, Croce. Three periods.
Prerequisite: 202 or the equivalent.

Ms. Ciccarello

207 (1) Italian Literature and Culture of the Late Middle Ages and the Renaissance
An introduction to the Golden Age of Italian literature. Study and analysis of selected texts by authors such as Petrarch, Boccaccio, Poliziano, Michelangelo, Vittoria Colonna, Machiavelli and Castiglione.
Prerequisite: 203 or 204 or by permission of the instructor.

Ms. Mattii

211 (1-2) Dante (in English) 2
An introduction to Dante and his culture. This course presumes no special background and attempts to create a context in which Dante's poetry can be carefully explored. It concentrates on the *Divine Comedy* and Dante's use of his literary and philosophical sources. The centrality and encyclopedic nature of the *Comedy* make it a paradigmatic work for students of the Middle Ages. Since Dante has profoundly influenced some key figures of the 19th and 20th centuries, students will find that he illuminates modern literature as well. First semester may be elected independently, second semester may be elected independently by permission of the instructor.
Open to all students.

Ms. Jacoff

212 (2)* Literature of the Italian Renaissance (in English)
An opportunity to read certain key texts of the Italian Renaissance in depth: Boccaccio's *Decameron*, selected Petrarch letters and poems, Cellini's Autobiography, Castiglione's *The Courtier* and Machiavelli's *Prince* and *Discourses*. The focus will be on stylistic and thematic issues and on the problems of interpretation raised by these texts.
Open to all students.

Not offered in 1982-83.

Ms. Jacoff

214 (2)* Machiavelli (in English)
An analysis of Machiavelli's thought in terms of its political, cultural and methodological elements. The analysis will proceed according to two complementary lines: reading and discussion of basic works (*The Prince, Discourses, Art of War, Letters, History of Florence*); study of the historical context and cultural tradition in which the various themes developed. Interpretation of reality, the dichotomy between "virtù" and "fortuna"; force and persuasion; the role of the aggregate and of the individual "virtù." Evaluation of Machiavelli's intellectual revolution, the emergence of a new relationship between empirical observation and theoretical elaboration. The science of politics. Discussion of some significant historiographical interpretations. Also, particular attention to Machiavelli in relation to the intellectuals of his own time.
Open to all students.

Not offered in 1982-83.

Ms. Mattii

249 (2)* Significant Moments in the History of Italian Culture (in English)
This course is designed to supply a historical context in which certain major cultural movements and works of individual authors may be best studied. It follows a chronological order, going from the 13th century up to the modern period, with particular attention to the historical periods of greatest cultural importance, such as: the age of the city-state, the Renaissance, the Enlightenment, the Unification of Italy, Fascism and the Resistance. The readings will include analysis both of historical and literary texts. The course serves to integrate the curriculum of study offered by the Italian department but should also be useful to students in other fields.
Open to all students.

Not offered in 1982-83.

Ms. Mattii

301 (1-2)* Dante 2
A study of Dante's *Divina Commedia* and minor works.
Prerequisite: 207 or by permission of the instructor.

Not offered in 1982-83.

302 (1)* The Theatre in Italy
The development of the theatre from its origins to the present time. An introduction to the classical theatre, the Commedia dell'Arte, the Pastoral drama; special emphasis on the modern theatre and experimental theatre of today. Study of plays by authors such as Machiavelli, Tasso, Goldoni, Pirandello, Betti, and Fo.
Prerequisite: 207 or by permission of instructor.

Not offered in 1982-83.

303 (1)* The Short Story in Italy Through the Ages
A study of the art of the "Novella" based on readings by authors such as Boccaccio, Sacchetti, Verga, Pirandello, Calvino, and Moravia. Attention will also be given to the content of these works as a reflection of changing social mores.
Prerequisite: same as for 302.

Not offered in 1982-83.

304 (1) Women Writers in Modern Italy
The work of representative women writers in Italy from the Risorgimento to the present will be examined within their historical, social, and literary contexts. Special attention will be focused on such topics as: the changing image of women from the traditional 19th-century novel to the contemporary feminist one; didacticism in female literature; the development of a female consciousness; the experience of women writers in Italian society. Selected texts by Cristina di Belgiojoso, Caterina Percoto, Neera, Matilde Serao, Ada Negri, Anna Banti, Sibilla Aleramo, Antonia Pozzi, Elza Morante, Dacia Maraini and others.
Prerequisite: same as 302.

Ms. Ciccarello

308 (2) The Contemporary Novel
The study of Italian fiction since the 1940s as seen in the works by authors such as Pavese, Pratolini, Viganò, Levi, Volponi, and novelists of the 1970s. Special emphasis on themes related to the literary, social, and cultural problems of the postwar era.
Prerequisite: same as for 302.

Ms. Mattii

349 (2) Seminar. Literature and Society
The works of one or two writers studied in relation to their historical context. The author(s) will be chosen according to the interests of the participants in the course.
Open by permission of the instructor.

Ms. Mattii

350 (1) (2) Research or Individual Study 1 or 2
Open by permission to students who have completed two units in literature in the department.

370 (1-2) Thesis 2 to 4
Open only to honors candidates.

CROSS-LISTED COURSES

Extradepartmental 245 (2)*
Films and the Novel in Italy
For description and prerequisite see Extradepartmental 245.

DIRECTIONS FOR ELECTION

Course 100 is counted toward the degree but not toward the major.

Students majoring in Italian are required to take 207 and are strongly advised to take both 203 and 204. Courses in one or more other languages, ancient or modern, art, history, and philosophy, are recommended as valuable related work.

Students interested in an individual major in Italian Culture are referred to the section in the Catalog where the program is described. They should consult with the director of the Italian Culture program. Italian 211 and Italian 214 are strongly recommended and will count toward the major.

Majors planning to do graduate work in Italian are advised to take at least one unit in French or Spanish literature and to have a reading knowledge of Latin or of a third Romance language.

Mathematics

Professor:
Wilcox

Associate Professor:
Stehney, Shuchat (Chairman), Shultz [A], *Sontag*

Assistant Professor:
Wang, Beers, Magid, Wolitzer, Hirschhorn [A], *Lawrence, Cook, Shull, Edwards*

Lecturer:
Trubek [P]

Most courses meet for two periods weekly with a third period every other week.

100 (1) (2) Introduction to Mathematical Thought
Topics chosen from areas such as strategies, computers, infinite sets, knots, coloring problems, number theory, geometry, group theory. Neither 100 nor 102 may be counted toward the major; both may be elected.
Not open to students who have taken 115, 150, or the equivalent.
The Staff

102 (1) (2) Applications of Mathematics without Calculus
Introduction to topics such as probability and statistics, matrices and vectors, linear programming, game theory; applications in the biological and social sciences. Neither 100 nor 102 may be counted toward the major; both may be elected.
Open to all students.
Mr. Wilcox, Ms. Sontag

103 (1) Review of Algebra with an Introduction to Calculus I
This course is open to students who lack the necessary preparation for 115. Mathematics 103 together with 104 provides the equivalent of 115 plus a review of algebra, trigonometry and logarithms necessary for work in calculus. Methods of problem solving; an emphasis on development of analytic and algebraic skills and an introduction to calculus. 103 does not count toward the Group C distribution requirement.
Open by permission of the department.
Ms. Edwards

104 (2) Review of Algebra with an Introduction to Calculus II
This course is a continuation of 103 and includes further topics in pre-calculus and calculus. A student who completes 104 will be prepared to enter 116.
Prerequisite: 103.
Ms. Edwards

115 (1) (2) Calculus I
Introduction to differential and integral calculus for functions of one variable. Differentiation and integration of algebraic and transcendental functions. Applications to curve sketching, extremal problems, velocities, related rates, areas, and linear approximation.
Open to all students who have not taken an equivalent course.
The Staff

116 (1) (2) Calculus II
Theoretical basis of limits and continuity, Mean Value Theorem, inverse trigonometric functions. Further integration techniques. Volumes of revolution. Sequences and series. L'Hôpital's Rule and Improper Integrals.
Prerequisite: 104 or 115, or the equivalent.
The Staff

150 (2) Colloquium
For directions for applying see p. 47. Open by permission to a limited number of freshman and sophomore applicants.

Discovery Course in Mathematics and Its Applications

Mathematical reasoning and its applications. A discussion group in which students discover mathematical structure in several fields, including some not often recognized as mathematical in nature. Topics chosen from: network analysis, mathematics in music and art, graphing and interpretation of data, exponential growth, computer programming. Especially appropriate for students with an interest in fields requiring quantitative reasoning but who might otherwise avoid these fields because of the mathematics involved. Two 70-minute meetings and another 1-2 hour meeting weekly. Mandatory credit/noncredit. May not be counted toward the major.
Prerequisite: reasonable knowledge of high school level mathematics. Not open to those who have taken 100 or calculus.

Ms. Beers

205 (1) (2) Multivariable Vector Calculus
Vectors, matrices, and determinants. Curves, functions of several variables, partial and directional derivatives, gradients, vector valued functions of a vector variable, Jacobian matrix, chain rule. Introduction to first-order differential equations.
Prerequisite: same as for 220. Not open to students who have taken [215].

The Staff

206 (1) (2) Linear Algebra
Sets, functions, and relations. Algebra of complex numbers. Vector spaces, subspaces, linear independence, bases, dimension, inner products. Linear transformations, matrix representations, range and null spaces, inverses, eigenvalues. Applications to differential equations and Markov processes. Emphasis on proving theorems.
Prerequisite: 205.

The Staff

209 (1) (2) Methods of Advanced Calculus
Inverse and implicit function theorems. Multivariable integral calculus (multiple integrals, line integrals, Green's Theorem, numerical methods). Topics such as Fourier series, approximation methods, partial differential equations, and harmonic functions.
Prerequisite: 205.

Mr. Shull, Ms. Lawrence

210 (2) Differential Equations
An introductory course in ordinary differential equations.
Prerequisite: 205.

Ms. Stehney, Ms. Wang

217 (1)* Topics in Mathematics and Economics
Applications of calculus and linear algebra to economic analysis. Topics selected from: linear and general optimization, input-output analysis, marginal analysis, analysis of market equilibrium and stability. (Additionally listed in the Economics Department.)
Prerequisite: Economics 201 or 202 and Mathematics 205, or permission of the instructor.

Mr. Shuchat

218 (2)* Topics in Applied Mathematics

Not offered in 1982-83.

220 (2) Probability and Elementary Statistics
Topics selected from the theory of sets, discrete probability for both single and multivariate random variables, probability density for a single continuous random variable, expectations, mean, standard deviation, and sampling from a normal population.
Prerequisite: 116 or the equivalent.

Mr. Shull

225 (1) Discrete Structures
An introduction to discrete mathematics and the fundamental mathematical structures and techniques associated with discrete analysis. Topics include: mathematical logic, combinatorial analysis, groups and graph theory.
Prerequisite: 116

Ms. Beers

249 (2) Selected Topics
Topic for 1982-83: Numerical analysis. Computer arithmetic, sources and propagation of errors, solution of nonlinear equations and systems of linear equations. Additional topics chosen from interpolation theory, functional approximation, numerical integration, numerical methods for differential equations, computation of matrix eigenvalues and eigenvectors, parallel computation. Students will implement several algorithms on the computer.
Prerequisite: 206 and Computer Science 110 [EXTD 110], or permission of the instructor.

Mr. Wolitzer

302 (1) Elements of Analysis I
Metric spaces; compact, complete, and connected spaces; continuous functions; differentiation, integration, interchange of limit operations as time permits.
Prerequisite: 206.
Ms. Cook, Ms. Edwards

303 (2) Elements of Analysis II
Topics such as measure theory, Lebesgue integration, Fourier series, and calculus on manifolds.
Prerequisite: 302.
Mr. Shuchat

305 (1) Modern Algebraic Theory I
Introduction to groups, rings, integral domains, and fields.
Prerequisite: 206.
Mr. Wilcox

306 (2) Modern Algebraic Theory II
Topics chosen from the theory of abstract vector spaces, Galois theory, field theory.
Prerequisite: 305.
Ms. Beers

307 (1)* Topology
Introduction to point set, algebraic, and differential topology. Topological spaces, continuity, connectedness, compactness, product spaces, separation axioms, homotopy, the fundamental group, manifolds.
Prerequisite: 302.
Mr. Wolitzer

309 (1)* Foundations of Mathematics
An introduction to the logical foundations of modern mathematics, including set theory, cardinal and ordinal arithmetic, and the axiom of choice.
Prerequisite: 302 or 305.
Not offered in 1982-83.

310 (2) Functions of a Complex Variable
Elementary complex functions and their mapping properties; integration theory; series expansions of analytic functions.
Prerequisite: 209 and 302.
Mr. Magid

318 (2) Topics in Applied Mathematics
Topic for 1981-82: Mathematical modeling. Translation of "real world problems" into mathematical form (building a model), analysis of the model, and interpretation of the results. Mathematical techniques especially relevant for modeling will be applied to problems in areas such as public planning, demography, economics, energy, ecology, the physical sciences, and renewable resource management. Each student will develop a model of a significant contemporary problem as part of the course. Calculus and linear algebra will be used throughout; probability, statistics, and differential equations will be introduced as needed. Students should be able to write simple computer programs or be willing to learn this in extra sessions of the course.
Prerequisite: 206 or permission of the instructor.
Not offered in 1982-83.

349 (2) Selected Topics
Normally a different topic each year.
Not offered in 1982-83.

350 (1) (2) Research or Individual Study 1 or 2
Open to juniors and seniors by permission.

370 (1-2) Thesis 2 to 4
Open only to honors candidates who choose to do honors research. See Directions for Election.

Placement In Courses and Exemption Examination

Placement of calculus students in 103, 115, 116, or 205 is based on their previous courses and examination results. The elections of freshmen are reviewed by the department during the summer; those of upperclassmen at the beginning of the semester. Students may not enroll in a course equivalent to one for which they have received high school or college credit. A special examination is not necessary for placement in an advanced course.

Students entering with AP scores of 4 or 5 on the AB Examination, or 3 on the BC Examination of the CEEB are eligible for 116; those entering with AP scores of 4 or 5 on the BC Examination of the CEEB are eligible for 205.

Examinations for exemption from one or two courses in mathematics to satisfy partially the College requirement in science and mathematics will be offered to students who have been well prepared in the subject matter of 115 and 116. Exemption examinations are not offered for other courses.

DIRECTIONS FOR ELECTION

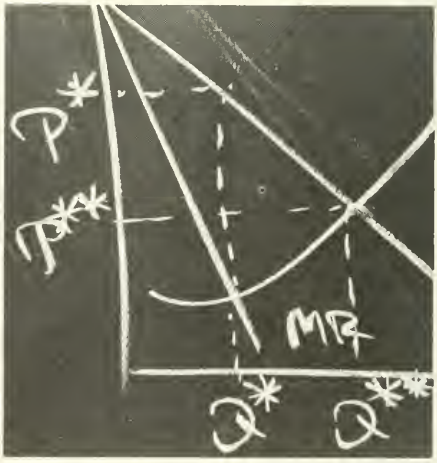
Students majoring in mathematics must complete 115 and 116 (or the equivalent) and at least seven units of Grade II and III courses, including 205, 206, 209, 302, 305, and either 303 or 310. Course 225 may not be counted toward the major.

The Mathematics Complement is recommended for students whose primary interests lie elsewhere but who wish to take a substantial amount of mathematics beyond calculus. The Complement consists of 115 and 116 (or the equivalent) and at least four units of Grade II and III courses. A student who plans to add the Mathematics Complement to a major in another field should consult a faculty advisor in mathematics.

Students expecting to major in mathematics should complete 206 before the junior year. It is desirable to take 303 in the same year as 302 and 306 in the same year as 305. In order to take 310, a student must first complete 209 as well as 302.

Students expecting to do graduate work in mathematics should elect 303, 306, 310 and another Grade III course. They are also advised to acquire a reading knowledge of one or more of the following languages: French, German, or Russian.

Majors who may be practice teaching in their senior year should elect 302 and 303 or 310 not later than their junior year. Students are encouraged to elect MIT courses which are not offered by the Wellesley College mathematics department. All candidates for honors will be required to complete two of the following three courses: 303, 306, and 310. The department offers the following options for earning honors in the major field: (1) completion of 303, 306, 310 and one additional Grade III course, and two written comprehensive examinations; (2) two semesters of thesis work (370); or (3) participation in a two-semester seminar and a written examination on the seminar topics. An oral examination is required in all honors programs.



Music

Professor:
Herrmann, Jander [A2], *Barry*

Associate Professor:
Zallman (Chairman), Adams [P]

Assistant Professor:
Ladewig, Brody [P]

Visiting Assistant Professor:
Fay [A2], *The Kathryn W. Davis Professor in Slavic Studies*

Lecturer:
Fisk [P], *Davis* [P]

Instructor in Performing Music:
Cirillo (violin and Director of Chamber Music Society), *O'Donnell* (voice and Director of Performance Workshop)

Taylor (organ), *Pappoutsakis* (harp), *Preble* (flute), *Plaster* (bassoon and Assistant in Chamber Music Society), *Hartzell* (viola da gamba and Collegium Musicum), *Moran* (French horn), *Fisk* (piano), *Arnold* (guitar), *Cleverdon* (harpsichord), *Krueger* (flute and Director of Performance Workshop), *Shapiro* (piano), *Tolkoff* (basic piano and Assistant in Chamber Music), *Walant* (trombone), *Stillman* (recorder and Collegium Musicum), *Wurtzler* (double bass), *Vaverka* (clarinet), *Barnes* (viola), *Beal* (cello), *Gore* (oboe)

99 (1-2) Performing Music Noncredit
One half-hour private lesson per week. Students may register for 45-minute or hour lessons for an additional fee. For further information, including fees, see Performing Music: Private Instruction. See also Music 199, 299, and 344.
Open by interview with the performing music faculty member(s) concerned. A basic skills test is given to students wishing to enroll in Music 99. For those who do not pass this test, a corequisite to Music 99 is Music 111. Such students must pass the basic skills test before continuing with their second semester of study.
The Staff

100 (1) (2) Style in Music
A survey of principal musical styles and forms of Western music, with emphasis on the period 1700 (Bach and Handel) to the turn of the last century (Moussorgsky, Debussy, and Stravinsky). Not to be counted toward the major. Two lectures and one section meeting.
Mr. Herrmann, Mr. Adams

104 (2)* American Music
Normally a different topic each year. Not to be counted toward the major in music. Normally alternates with 106.
Open to all students.
Not offered in 1982-83.

106 (2)* Afro-American Music
A survey of Black music in America, its orgins, its development, and its relation to cultural and social conditions. Not to be counted toward the major in music. Normally alternates with 104.
Open to all students.

111 (1) (2) The Language of Music
Instruction in simple musical skills, such as the reading and writing of notation, in a context that encourages students to discover for themselves the ideas underlying musical perception, systems of notation, and the elements of composition. Consideration of new ways of hearing and thinking about music. Not to be counted toward the major. Two section meetings and one 60-minute class devoted to lecture or laboratory.
Open to all students.
Mr. Brody, Mr. Fisk

115 (1) Musicianship
Cultivation of the ability to see and hear what is in a musical score through practice in reading, ear-training, and keyboard skills. Students develop a working understanding of tonality through writing melodies, and through reading and experiencing tonal works. Normally followed by 202. Two class meetings and one 60-minute laboratory.
Open to all students who have passed the basic skills test.
Miss Barry

199 (1-2) Performing Music—Intermediate
One 45-minute lesson per week. A minimum of six hours of practice per week is expected. Music 199 may be repeated, ordinarily for a maximum of four semesters. Not to be counted toward the major in music. For further information, including fees, see Performing Music: Private Instruction and Academic Credit. See also Music 99, 299, and 344.

Open, by audition for a limited number of spaces, to students who are taking, have taken, or have exempted Music 115. Successful completion of an additional music course is required before credit is given for a second year of 199.

Audition requirements vary, depending on the instrument. The piano requirements are described here to give a general indication of the expected standards for all instruments: all major and minor scales and arpeggios at moderate speed; a three-part invention or prelude and fugue or a suite by Bach; a movement from a Classical sonata; and a composition from either the Romantic or modern period.

A student other than a pianist who wishes to apply for Music 199 should request detailed information concerning audition requirements for her instrument (including voice) by writing to the Chairman, Department of Music.

The Staff

200 (1-2) Design in Music 2
A survey beginning with Gregorian chant and concluding with electronic music, with emphasis on live performance and on the incisive analysis of scores. One unit of credit may be given for the first semester. Three periods.
Prerequisite: 202.

Mr. Jander (1), Mr. Brody (2)

202 (2) Harmony I
A continuation of 115. Further development of reading and listening skills. Figured bass: harmonic writing, analysis, and keyboard realization. The study of classical tonal relationships. One lecture, two section meetings, and one 60-minute laboratory.
Prerequisite: 115.

Miss Barry

204 (1)* Counterpoint I
Writing and analysis of 16th-century modal counterpoint. A practical study based on the vocal music of the period. Offered in alternation with 304. Open to students who have taken, or exempted, 115.

Not offered in 1982-83.

Mr. Brody

209 (1)* The Classical Era
Topic for 1982-83: Beethoven in the Heroic Decade. The transition from Classical to Romantic values in some of the monumental works of the period 1800-1810: the "Kreutzer" Sonata, the "Eroica" Symphony, the "Appassionata" Sonata, the 4th Piano Concerto, the Violin Concerto, the "Pastoral" Symphony, and *Fidelio*. Supplementary studies from the works of Haydn, Mozart, and Schubert. Not to be counted toward the major.
Prerequisite: 100 or 115.

Mr. Jander

210 (1)* The Romantic Era
Topic for 1982-83: Richard Wagner's *The Ring of the Nibelungen*. A team-taught course presenting the *Ring* as a Total Art Work, the consummate musical statement of the Romantic temper. Studies in Wagner's mythological and literary sources, the cultural and historical context of the tetralogy, its psychological and allegorical dimensions, and the theatrical importance of the Bayreuth Festival. The chief focus of the course will be listening closely to the entire *Ring* cycle in English and German, with appropriate accompanying materials (films, slides, and readings). Not to be counted toward the major.
Prerequisite: Music 100 or the permission of the instructors.

Mr. Hansen and Mr. Jander

211 (2)* Instrumental Music
Normally a different topic each year. Not to be counted toward the major in music.
Prerequisite: 110 or 115.

Not offered in 1982-83.

214 (2)* Twentieth Century Music
Normally a different topic each year. Not to be counted toward the major in music.

Not offered in 1982-83.

215 (1)* Vocal Forms
Normally a different topic each year. Not to be counted toward the major.

Not offered in 1982-83.

216 (2)* National Themes in Russian Music
Music of the Russian nationalist group who called themselves "The Five," with emphasis on Mussorgsky. Diversity of style in such figures as Tchaikovsky and Scriabin. The effect of the Communist Revolution on Russian music in the early 20th century, with emphasis on works by Stravinsky, Prokofiev, and Shostakovich. Not to be counted toward the major.
Prerequisite: 100 or permission of the instructor.

Ms. Fay

251 (2)* Music in the Middle Ages
A survey of music in medieval society: Christian chant and its offshoots; liturgical drama; liturgical music at Notre Dame and elsewhere; the rise of secular lyric song; instrumental and dance music.
Prerequisite: 200 (1).

Not offered in 1982-83.

252 (2)* Music in the Renaissance
Music at the courts and cathedrals of France, Italy, England, and Flanders during the 15th and 16th centuries. A study of the Masses, motets, madrigals, chansons, and instrumental works of composers from Dunstable and Dufay to Byrd and Gabrieli.
Prerequisite: 200 (1).

Mr. Adams

299 (1-2) Performing Music—Advanced
One hour private lesson per week. A minimum of ten hours of practice per week is expected. Music 299 may be repeated without limit. For further information, including fees, see Performing Music: Private Instruction and Academic Credit. See also Music 99, 199, and 344.

Open by audition for a limited number of spaces, to students who have taken or exempted Music 115. One music course on the Grade II level or above must be completed for each unit of credit to be granted for Music 299. (A music course used to fulfill the requirement for Music 199 may not be counted for 299.)

A student auditioning for Music 299 is expected to demonstrate accomplishment decidely beyond that of the Music 199 student. See Music 199 for its audition requirements.

The Staff

302 (1) Harmony II
The harmonization of melodies. Improvisation and elaboration of typical harmonic phrases. A continuation of figured bass studies with emphasis on keyboard realization. Further study in the structure of classical tonality. Two class meetings and one 60-minute laboratory.
Prerequisite: 202.

Miss Zallman

304 (2)* Counterpoint II
A Study of tonal counterpoint through written exercises based on examples from the works of J. S. Bach. Additional study will be devoted to developing an understanding of the role of counterpoint in classical tonal composition. Offered in alternation with 204.
Prerequisite: 302.

Miss Zallman

306 (2) Tonal Analysis
The normal continuation of 302. A study of the tonal forms of the 18th and 19th centuries. Analysis emphasizing musical form as a process in time and tonality. Three class meetings and one 60-minute laboratory.
Prerequisite: 302.

Miss Zallman

307 (1)* The Opera
A study of operatic forms, styles, and traditions. Topic for 1982-83: Italian opera at its zenith—the period from Mozart through Verdi, with special emphasis on the works of these two masters.
Prerequisite: 200 or, with permission of the instructor, two Grade II units in the literature of music.

Mr. Herrmann

308 (2) Choral and Orchestral Conducting
A practical exposure to techniques for conducting music from the Renaissance to the present, emphasizing interpretation. In addition to conducting and criticizing each other, students will intensively study a limited number of choral and orchestral works which they will rehearse with the Wellesley College Madrigal Singers and the Wellesley Chamber Orchestra in lieu of a final examination. Required reading will include commentaries on interpretation and orchestration by Berlioz, Wagner, Rimski-Korsakov, Strauss, Weingartner, Scherchen, Furtwangler, Walter, Koussevitsky, and Bernstein. At a weekly master class, professional musicians will share their expertise regarding such matters as proper vocal production for the solution of specific choral problems, the nature of

difficulties idiomatic to particular instruments, and the effect of different bowings on a musical passage. Two class meetings and one 60-minute master class.
Prerequisite: 200, 302, and 306 (which may be taken concurrently), or by permission of the instructor.

Mr. Adams

313 (1)* Twentieth-Century Analysis and Composition
A study of compositional devices of 20th-century music through the analysis of selected short examples from the literature. Techniques will be reinforced by the composition of solo and small ensemble pieces, vocal and instrumental. Offered in alternation with 314.
Prerequisite: 115.

Mr. Brody

314 (2)* Tonal Composition
A study of tonal forms—the minuet, extended song forms, and the sonata—through the composition of such pieces within the style of their traditional models. Offered in alternation with 313.
Prerequisite: 302.

Not offered in 1982-83.

319 (2)* Seminar. The Nineteenth Century
Normally a different topic each year.
Open to students who have taken 200 and who have taken or are taking 306.

Not offered in 1982-83.

320 (1)* Seminar. The Twentieth Century
Normally a different topic each year.
Prerequisite: 200.

Not offered in 1982-83.

321 (1)* Seminar. The Age of Bach and Handel
Topic for 1982-83: The development of the Baroque concerto, with special emphasis on the concerto grosso. Works to be studied will be drawn from such collections as Corelli's Opus 6, Vivaldi's *L'Estro armonico*, Bach's Brandenburg Concerti, and Handel's Opus 6.
Prerequisite: 200.

Miss Barry

322 (2)* Seminar. The Classical Era
Normally a different topic each year.
Prerequisite: 200 and 306.

Not offered in 1982-83.

323 (2)* Seminar. Selected Topics
Topic for 1982-83: Music of Soviet Russia. A study of the music and the artistic careers of principal 20th-century Russian composers—chiefly Stravinsky, Prokofiev, and Shostakovich—with attention to the effect of political and social attitudes on musical style.
Prerequisite: 200.

Ms. Fay

344 (1) (2) Performing Music—A Special Program 1 or 2
Intensive study of interpretation and of advanced technical performance problems in the literature. One hour lesson per week plus required biweekly performance workshop. One to four units may be counted toward the degree provided at least two units in the literature of music other than Music 200 (1-2), a prerequisite for 344, are completed. One of these units must be Grade III work, the other either Grade III or Grade II work which counts toward the major. Music 344 should ordinarily follow or be concurrent with such courses in the literature of music; not more than one unit of 344 may be elected in advance of election of these courses. Only one unit of 344 may be elected per semester. Permission to elect the first unit of 344 is granted only after the student has successfully auditioned for the department faculty upon the written recommendation of the instructor in performing music. This audition ordinarily takes place in the second semester of the sophomore or junior year. Permission to elect subsequent units is granted only to a student whose progress in 344 is judged excellent.

The Staff

350 (1) (2) Research or Individual Study 1 or 2
Directed study in analysis, composition, orchestration, or the history of music.
Open to qualified juniors and seniors by permission.

370 (1-2) Thesis 2 to 4
Open only to honors candidates who choose to do honors research, or an honors project in composition or in performance. See Directions for Election.

DIRECTIONS FOR ELECTION

The normal music major sequence is 115, 202, 200 (1-2), 302, and 306. Also required for the major are four additional units of Grade II or Grade III work in courses designed for the music major. Two of these units must be in music literature; at least one of the literature units must be Grade III work. Students who major in music are encouraged to explore their special areas of interest; composition, literature, performance, or theory.

Students who plan to undertake graduate study in music should be aware that a knowledge of both German and French is essential for work at that level, and a proficiency in Italian is highly desirable. Also of value are studies in European history, literature, and art.

Music majors are especially urged to develop their musicianship through the acquisition of basic keyboard skills, through private instruction in practical music, and through involvement in the Music Department's various performing organizations.

Training in sight reading, keyboard harmony, and score reduction is provided without charge to all students enrolled in 115, 202, 302, or 306.

The department offers a choice of three programs for Honors, all entitled 370. Under Program I (two to four units of credit) the honors candidate performs independent research leading to a thesis and an oral examination. Under Program II, honors in composition, one unit is elected per semester in the senior year, these units culminating in a composition of substance and an oral examination on the honors work. Prerequisite for this program: 204, 306, distinguished work in 313, and evidence of independent work in 314; prerequisite or corequisite: 320. Program III, honors in performance, involves the election of one unit per semester in the senior year culminating in a recital, a lecture demonstration, and an essay on some aspect of performance. Prerequisites for Program III: Music 344 (normally two units) in the junior year, and evidence that year, through public performance, of exceptional talent and accomplishment.

Performing Music

Instrument Collection

In addition to a number of modern instruments, the music department owns an unusually fine collection of early instruments, largely reproductions, available for use by students. These include a clavichord, virginal, two harpsichords, a positive organ, fortepiano, and two Clementi pianos; a lute, eight violas da gamba, and a baroque violin; a sackbut, krummhorns, shawms, recorders, a renaissance flute, two baroque flutes, and a baroque oboe. Of particular interest is the new Fisk organ in Houghton Chapel, America's first 17th-century German style organ.

Performance Workshop

A biweekly performance workshop, directed by a member of the performing music faculty, gives performing music students an opportunity to perform in an informal situation before fellow students and faculty, to discuss the music itself, and to receive helpful comments concerning performance. Required for 344 students, the workshop is open to Wellesley students who study performing music at Wellesley and elsewhere, on the recommendation of their instructor.

Private Instruction

The music department offers private instruction in voice, piano, fortepiano, organ, harpsichord, harp, violin, viola, cello, double bass, viola da gamba, flute (baroque and modern), oboe, clarinet, bassoon, trumpet, French horn, recorder, lute, and classical guitar.

Information concerning auditions and course requirements for noncredit and credit study is given above under listings for Music 99, 199, 299, and 344. Interviews and auditions, except those for Music 344, and the basic skills test are ordinarily given at the start of the first semester only.

There is no charge for performing music to students enrolled in Music 344, nor to Music 199 or 299 students who are receiving financial assistance. All other Music 199 and 299 students are charged $325 for one lesson per week throughout the year. Students who contract for performing music instruction under Music 99 are charged $325 for one half-hour lesson per week throughout the year and may register for 45-minute or hour lessons for an additional fee. A fee of $25 per year is charged to performing music students for the use of a practice studio.

The fee for the use of a practice studio for harpsichord and organ is $35. Peforming music fees are payable in advance and can be returned or reduced only under limited conditions and upon the approval of the Chairman of the Department of Music.

Arrangements for lessons in performing music are made at the department office during the first week of the semester. Students may begin their performing music study at the start of the second semester only if space permits.

Academic Credit
Credit for performing music is granted only for study at Wellesley College. As enrollment in credit study is limited, the final decision for acceptance is based on the student's audition. A jury of performing music faculty determines whether or not a student may continue with performing music for credit, and at what level. Two consecutive semesters of credit study in performing music must be successfully completed before credit can be counted toward the degree. Of the 32 units for graduation a maximum of four units of performing music may be counted toward the degree. More than one course in performing music for credit can be taken simultaneously only by special permission of the Department.

The Music Department's 199 and 299 offerings have been made possible by the Estate of Elsa Graefe Whitney '18.

Performing Organizations

The following six organizations are a vital extension of the academic program of the Wellesley music department.

The Wellesley College Choir
The Wellesley College Choir, with approximately 80 members, gives concerts on and off campus during the academic year, many of them with men's choirs. Endowed funds provide for at least one joint concert each year accompanied by a professional orchestra.

The Wellesley Madrigal Singers
The Madrigal Singers are a chamber chorus of about 25 mixed voices. The organization elects its own student director.

The Collegium Musicum
The Collegium Musicum, directed by a faculty member and several assistants, specializes in the performance of early music. Members of the Collegium enjoy the use of an unusually fine collection of historical instruments. See under Performing Music: Instrument Collection.

Separate consort instruction is available in viola da gamba, renaissance winds, and recorder for both beginning and advanced players. Members of such groups are encouraged to take private instruction as well.

The Chamber Music Society
The Chamber Music Society, supervised by a faculty member and assistants, presents three concerts each year, plus a number of diverse, informal programs.

The Wellesley College Chamber Orchestra
The Wellesley College Chamber Orchestra is a student-directed organization consisting of approximately 30 members. Its concerts include works from several periods for small orchestra, with possibilities for solo performance.

The MIT Orchestra
Through the Wellesley-MIT cross registration program, students on the Wellesley campus are eligible to audition for membership in the MIT Symphony Orchestra. Wellesley members of the orchestra have often held solo positions.

Philosophy

Professor:
Stadler, Putnam [A], *Chaplin* [A], *Congleton*

Associate Professor:
Menkiti (Chairman)

Visiting Associate Professor:
Adler

Assistant Professor:
Janik, Flanagan, Winkler [A]

Visiting Assistant Professor:
Holmgren, Samet

101 (1) (2) Plato's Dialogues as an Introduction to Philosophy
An introduction to philosophy through a study of Plato's views of the nature of man and society, and of the nature of philosophical inquiry as found in the early and middle dialogues taking Socrates as their central concern. Some consideration will be given to Aristotle.
Open to all students.

The Staff

106 (1) (2) Introduction to Moral Philosophy
An examination of the methods by which intelligent moral decisions are made through an examination of the views of several major figures in the history of moral philosophy. An attempt to develop the capacity to recognize and critically analyze philosophical arguments pertinent to the resolution of concrete contemporary issues.
Open to all students.

The Staff

200 (1) (2) Modern Sources of Contemporary Philosophy
A study of the work of Descartes, Hume, and Kant. The course is intended to introduce students to the most influential philosophers of modern times. Key concepts, terms and arguments used by philosophers from the 17th century to the present day will be discussed. The course also provides preparation for more advanced work both in contemporary philosophy and in the history of modern philosophy.
Open to all students except freshmen in the first semester.

Mr. Flanagan

201 (1) Philosophy and the Scientific Revolution
During the 17th and 18th centuries, philosophical theories about knowledge, reasoning, nature and reality influenced the work of practicing scientists; and the successes of mathematics, physics, and later biology, led philosophers to develop new ideas and raise new questions. The course will study this interaction through readings from Galileo, Bacon, Descartes, Newton, Berkeley, Leibniz and Diderot.
Open to all students except first semester freshmen.

Mrs. Janik

202 (2)* Introduction to African Philosophy
Initiation into basic African philosophical concepts and principles. The first part of the course deals with a systematic interpretation of such questions as the Bantu African philosophical concept of Muntu and related beliefs, as well as Bantu ontology, metaphysics, and ethics. The second part centers on the relationship between philosophy and ideologies and its implications in Black African social, political, religious, and economic institutions. The approach will be comparative.
Prerequisite: same as for 203.

Not offered in 1982-83.

Mr. Menkiti

Offered in 1983-84.

203 (1) Philosophy of Art
An examination of some major theories of art and art criticism. Emphasis on the clarification of such key concepts as style, meaning, and truth, and on the nature of judgments and arguments about artistic beauty and excellence.
Open to freshmen who have taken one unit in philosophy, and to sophomores, juniors, and seniors without prerequisite.

Mrs. Stadler

205 (2) Nature and Convention
How much of our life depends on changeable social convention and how much on unchangeable necessity? The first half of the course will be based on short readings from various fields showing how the question of convention arises in

connection with such questions as the relation of thought and language, the basis of sex role definition, and the ways judges reach and justify their decisions. The second half of the semester will be a study of convention by the 20th century philosopher Ludwig Wittgenstein.
Open to sophomores, juniors, and seniors without prerequisite.

Mr. Samet

210 (1) Social Philosophy
An exploration of some key issues in social philosophy which will focus on such topics as the nature and value of community; the grounds for social coercion and the moral legitimacy of group rules; collective versus individual rationality; the responsibilities of persons in their roles; and obligations between generations.
Open to sophomores, juniors, and seniors without prerequisite.

Mr. Menkiti

211 (2) Philosophy of Religion
An examination of basic problems regarding the nature of religion, the grounds of religious belief, and the character of ritual, with attention to both traditional and contemporary positions.
Prerequisite: same as for 203.

Mr. Menkiti

215 (1) Philosophy of Mind
Topics for discussion include the mind-body relation; free will/determinism; the problems of knowledge of one's own mind and other minds; the problems of unconscious motivation; the relation between mind and brain. Readings include Descartes, Freud, Skinner, Chomsky, Piaget.
Open to sophomores, juniors, and seniors.

Mr. Flanagan

216 (1) (2) Logic
An introduction to the methods of symbolic logic and their application to arguments in ordinary English. Discussion of validity, implication, consistency, proof, and of such topics as the thesis of extensionality and the nature of mathematical truth.
Open to sophomores, juniors, and seniors. Not recommended for freshmen.

Mr. Adler

217 (2) Philosophy of Science
A study of problems in the philosophy of the natural and social sciences, such as the growth of scientific knowledge, the reality of theoretical entities, space and time, purpose in nature, and the explanation of human action. Readings in both classical and contemporary sources.
Prerequisite: same as for 203.

Mr. Samet

221 (2) History of Modern Philosophy in the Nineteenth Century
A study of Post-Enlightenment philosophy, concentrating on the German tradition. Selected texts from Hegel, Schopenhauer, and Nietzsche will illustrate the themes of reason, history, and human nature. Some attention will also be given to the thought of John Stuart Mill and Auguste Comte.
Prerequisite: 200 or 201 or other previous study of Kant accepted as equivalent by the instructor.

Mrs. Janik

222 (1) American Philosophy
The development of American philosophy from its beginnings as an attempt to come to terms with Puritanism, through the response to revolution and slavery and the development of Transcendentalism, to its culmination in Pragmatism. Pragmatism, exemplified by Peirce, James, and Dewey, as America's unique contribution to world philosophy occupies roughly half of the course. This course is intended for American studies majors as well as for philosophers.
Prerequisite: 200 or 201 or by permission of the instructor.

Not offered in 1982-83.

Mrs. Putnam

Offered in 1983-84.

223 (2) Phenomenology and Existentialism
Central themes in contemporary European philosophy with special emphasis on the contributions of Sören Kierkegaard, Edmund Husserl, Martin Heidegger, and Jean-Paul Sartre.
Prerequisite: 200 or other previous study of Kant accepted as equivalent by the instructor.

Mrs. Stadler

227 (1) Feminism, Anti-Feminism and Philosophy
Study of the range of feminist and anti-feminist theories developed in the course of Western history from Plato to the present. Emphasis will be placed especially on discovering what values and concepts underlie anti-feminist theories and attitudes. Some recent discussions of the possibility of changing traditional values and concepts so as to reflect women's equality will also be examined.
Open to all students without prerequisite.
Mrs. Janik

234 (2) Philosophy of History
An introduction both to speculative and analytical philosophy of history. The course will first study some attempts at demonstrating the existence of patterns or general laws in the human past, then examine the main problems engendered in the process of translating historical events into written form, in particular the nature of historical explanation and the possibility of historical objectivity.
Prerequisite: same as for 203.
Not offered in 1982-83.
Mrs. Janik

249 (1) Medical Ethics
A philosophical examination of some central problems at the interface of medicine and ethics. Exploration of the social and ethical implications of current advances in biomedical research and technology. Topics discussed will include psychosurgery, gendersurgery, genetic screening, amniocentesis, euthanasia.
Prerequisite: same as for 203.
Mr. Menkiti

302 (1)* Kant
Intensive studies in the philosophy of Kant with some consideration of his position in the history of philosophy.
Prerequisite: 200.
Not offered in 1982-83.
Mrs. Stadler
Offered in 1983-84.

303 (1)* Hume
Intensive studies in the philosophy of Hume with some consideration of his position in the history of philosophy.
Prerequisite: 200.
Mr. Samet

304 (2) The Theory and Practice of Metaphor
A "discovery course," tracing the function of metaphor in literature, the sciences, and human creativity in general. Theoretical analysis of metaphorical thinking as well as studies of the role of some specific metaphors in past and present will be included.
Prerequisite: one Grade II course, preferably 200 or 201, or permission of the instructor.
Mrs. Janik

311 (1)* Plato
Two issues in Platonic philosophy will be emphasized. The so-called "Socratic paradox" which holds that no one knowingly does evil and the theory of "forms" or "Platonic ideas." Offered in alternation with 312.
Prerequisite: 101 or Greek 201.
Not offered in 1982-83.
Ms. Congleton
Offered in 1983-84.

312 (2)* Aristotle
Intensive study of the thought of Aristotle through detailed reading of selected texts. Attention will be given especially to those works which present Aristotle's picture of nature, human nature, and society. Aristotle's influence on subsequent science and philosophy will be discussed briefly. Offered in alternation with 311.
Prerequisite: 101 or Greek 201.
Mrs. Janik

326 (2) Philosophy of Law
A systematic consideration of fundamental issues in the conception and practice of law. Such recurrent themes in legal theory as the nature and function of law, the relation of law to morality, the function of rules in legal reasoning, and the connection between law and social policy are examined. Clarification of such notions as obligation, power, contract, liability, and sovereignty. Readings will cover the natural law tradition and the tradition of legal positivism, as well as such contemporary writers as Hart and Fuller.
Open to qualified juniors and seniors, or by permission of the instructor.
Mr. Menkiti

327 (2) Seminar. Ideas of Progress and Perfection
The aim is to discover what exactly is at issue in discussions of the debts which the arts, sciences, and philosophies of the 20th century owe to their respective historical antecedents. The seminar

will examine texts in the history of art, science, and philosophy with a view to clarifying the measure of agreement between different answers to the questions of what progress is and how it is to be assessed. Readings will include Gombrich, Lakatos, and Collingwood. Offered jointly with MIT. Open to juniors and seniors by permission of the instructor.

Not offered in 1982-83.

Mrs. Stadler, Mr. Kibel (MIT)

328 (2) Problems in Twentieth-Century Art and Philosophy
Twelve major painters of the last 100 years, from Manet to Olitski, will be studied. Equal emphasis will be given to their stylistic development through a close study of individual paintings and to the critical issues raised by their work especially as these issues relate to the history of Modernist thought. Readings will include writings of the artists themselves, as well as relevant critical and philosophical texts. Offered jointly with MIT.
Open by permission of the instructor.

Mrs. Stadler, Mr. Ablow (Boston University)

329 (2) Artistic Wealth and Cultural Plunder
What sorts of policies or legislation are needed to ensure that "cultural properties" remain, or are put into, the right hands? How can we assess the societal or communal values of these properties (public monuments, historic landmarks, artworks, etc.)? How should rights to their private ownership be justified? What are "cultural properties" anyway? The seminar will explore the philosophical literature on property rights and, with reference to traditional philosophy and to diverse contemporary sources, explore various disputed issues involved in the preservation of a culture's identity.
Prerequisite: one Grade II course in Philosophy, or by permission of the instructor.

Not offered in 1982-83.

Mrs. Stadler

Offered in 1983-84.

335 (1) Theory of Meaning
A study of some contemporary discussions of what it might mean to say language has "meaning" in addition to grammatical structure. Theories to be discussed include the reference theories of such philosophers as Gottlob Frege, Bertrand Russell, Hilary Putnam, and Saul Kripke, and the transformational theories of Noam Chomsky and the interpretive and generative semanticists.
Prerequisite: 216 or equivalent study of logic.

Mr. Adler

336 (1) Contemporary Analytic Philosophy
A study of contemporary philosophy in the English-speaking world. Points of contact with the philosophical tradition and philosophy on the European continent will be emphasized. Among the topics: language and the world, philosophical method, moral psychology, the self, skepticism, relativism.
Prerequisite: 200.

Mr. Adler, Mr. Flanagan

338 (1) Justice: The Proper Balance of Liberty and Equality
Intensive study of John Rawls' *A Theory of Justice* as one attempt to clarify our thinking concerning the apparently conflicting demands for greater equality and more extensive liberty put forward by various groups in a democratic society. Attention will be paid to some of the major areas of conflict, e.g., affirmative action, the ERA, the welfare state, as well as to some of the philosophical responses to and clarifications of *A Theory of Justice*.
Prerequisite: one course in moral or social philosophy or in political theory, or permission of the instructor.

Ms. Holmgren

339 (2) Contemporary Ethical Theory
Questions to be studied include: Are moral values discovered or invented? If there are objective values how do we come to know them, and if there aren't, where does the sense of moral obligation come from? What is the nature of moral (practical) reasoning? What is the point of morality? Readings will be taken primarily from the works of 20th-century philosophers.
Prerequisite: one course in Philosophy or permission of the instructor.

Ms. Holmgren

345 (2) Philosophy and the Human Sciences
A critical study of some major philosophical issues raised by the advent of sociobiology, psychology, and anthropology as sciences. Issues to be addressed are: Are there any essential differences between the human and the natural sciences? Can the human sciences give objective value-free knowledge? To what extent do the human sciences conceal political ideologies? What are the implications of the human sciences for our conceptions of human nature, values, and culture? Case studies include Freud's *psychoanalysis*, Wilson's *sociobiology*, Kohlberg's *moral psychology*, and Milton Friedman's *economic theory*.
Open by permission of the instructor.
Mr. Flanagan, Mr. Adler

350 (1) (2) Research or Individual Study 1 or 2
Open to juniors and seniors by permission.

370 (1-2) Thesis 2 to 4
Open only to honors candidates. For alternate honors programs see Directions for Election.

CROSS-LISTED COURSES

Education 102 (1)
Education in Philosophical Perspective
For description and prerequisite see Education 102.

Extradepartmental 119 (2)*
History of Science: Scientific Ideas and World Views
For description and prerequisite see Extradepartmental 119.

Extradepartmental 226 (1)
History of Science: Historical Foundations of Modern Science
For description and prerequisite see Extradepartmental 226.

DIRECTIONS FOR ELECTION

Philosophy majors are expected to elect at least two courses from each of the following three areas:
A. (Historical): 101, 200, 201, 202, 205, 221, 222, 223, 302, 303, 311, 312, [320]
B. (Value Theory): 106, 202, 203, 206, 210, 211, 227, 249, [272], 326, 328, 329, 338, 339, [342]
C. (Metaphysics and Theory of Knowledge): 202, 205, 215, 216, 217, 234, [271], 304, 327, 335, 336, [341], 345

Philosophy 200 is required of all philosophy majors; 216 is strongly recommended to students who plan to do graduate work in philosophy.

A knowledge of Greek, French, or German is desirable. Students planning graduate work in philosophy should acquire a reading knowledge of two of these languages.

The department offers the following options for earning honors in the major field: (1) writing a thesis or a set of related essays; (2) a two-semester project which replaces the thesis with some of the activities of a teaching assistant; (3) a program designed particularly for students who have a general competence and who wish to improve their grasp of their major field by independent study in various sectors of the field. A student electing option (2) will decide, in consultation with the department, in which course she will eventually assist and, in the term preceding her teaching, will meet with the instructor to discuss materials pertinent to the course. Option (3) involves selecting at least two related areas and one special topic for independent study. When the student is ready, she will take written examinations in her two areas and, at the end of the second term, an oral examination focusing on her special topic.

Physical Education & Athletics

Professor:
Vaughan (Chairman)
Associate Professor:
Batchelder
Assistant Professor:
Bauman, Cochran, Moulton, Temin P

Instructor:
Cooper, Dale, Ford, Paul, Hansa P, *Hershkowitz* P, *Katz* P, *Normandeau* P, *Rogers* P, *Town* P, *Turner* P

121 (1-2) Physical Education Activities
The instructional program in physical education is divided into four seasons, two each semester. To complete the College work in physical education a student must earn 8 credit points. Students are strongly urged to earn the 8 credits by the end of the sophomore year. These credit points do not count as academic units toward the degree, but are required for graduation. Most activities give 2 credit points each season, but certain activities give 3 or more credit points. Each activity is divided into skill levels to provide instruction in homogeneous groups. Special fees are charged for a few courses and are listed in the course descriptions. More detailed information on specific course offerings, skill levels, prerequisites, and numbers of points may be found in the Department of Physical Education and Athletics Curriculum Handbook which is sent to entering students and is distributed to each student prior to registration. The total program of activities offered in 1982-83 in very general terms follows.

(1)
Scheduled throughout the first semester

Advanced Life Saving and Aquatic Safety
Ballet
Conditioning
First Aid
Indoor Racquet Sports
Jazz
Modern Dance
Scuba
Self Defense
Sports Medicine Seminar
Swimming
Yoga

Season 1. Scheduled in first half of first semester

Aerobic Running
Archery
Canoeing
Crew
Cycling
Exercise and Weight Control
Golf
Horseback Riding
Orienteering
Sailing
Soccer
Softball
Squash
Swimming
Tennis
Volleyball

Season 2. Scheduled in second half of first semester

Badminton
Basic Water Safety and CPR
Boogie Into Shape
CPR
Exercise and Weight Control
Fencing
Field Hockey–Officiating
First Aid
Horseback Riding
Squash
Swimming
Table Tennis
Volleyball

(2)
Scheduled throughout the second semester

Ballet
Composition and Improvisation
Conditioning
Jazz
Modern Dance
Scuba
Self Defense
Sports Medicine Seminar continued
Swimming
WSI
Yoga

Season 3. Scheduled in first half of second semester

Badminton
Basic Water Safety and CPR
Boogie Into Shape
Cross-Country Skiing
CPR
Downhill Skiing
Exercise and Weight Control
Fencing
First Aid
Horseback Riding
Lacrosse–Officiating
Squash
Swimming
Table Tennis
Volleyball

Season 4. Scheduled in second half of second semester

Aerobic Running
Archery
Boogie Into Shape
Canoeing
CPR
Crew
Cycling
Exercise and Weight Control
First Aid
Golf
Horseback Riding
Orienteering
Sailing
Soccer
Softball
Squash
Swimming
Tennis
Volleyball

Intercollegiate Program
There are opportunities for those who enjoy competition to participate in one of the intercollegiate teams presently sponsored by the Department of Physical Education and Athletics.

These teams include:
Basketball
Crew
Fencing
Field Hockey
Lacrosse
Soccer
Squash
Swimming and Diving
Tennis
Volleyball

CROSS-LISTED COURSES

Theatre Studies 235 (1)
Looking at Ballet
For description and prerequisite see Theatre Studies 235.

Not offered in 1982-83.

Theatre Studies 236 (2)
Looking at Modern Dance
For description and prerequisite see Theatre Studies 236.

DIRECTIONS FOR ELECTION

Each student is expected to complete a minimum of two seasons a year until Physical Education 121 is completed. A student may elect a course which is scheduled throughout a semester, two courses concurrently, or may choose not to elect a course during some seasons.

Students should select courses which meet their present and projected interests in physical activities. It is hoped that students will gain knowledge of the relation of physical activity to the maintenance of general well-being; that they will achieve a level of ability, understanding, and participation in sports, dance, and/or exercise so that they may experience satisfaction and enjoyment; and that they will be able to swim with sufficient skill to participate safely in recreational swimming and boating.

A student's choice of activity is subject to the approval of the department and the College Health Services. Upon recommendation of a College physician and permission of the department, a student who has a temporary or permanent medical restriction may enroll in a modified program.

Students may continue to enroll in physical education after Physical Education 121 is completed. Members of the faculty may elect activities with permission of the department.

Physics

Professor:
Fleming, Brown (Chairman)
Assistant Professor:
Ducas, Marshall, Snyder

Laboratory Instructor:
Benson P, *Morgan, Cope* P

All courses meet for two periods of lecture weekly and all Grade I and Grade II courses have one three-hour laboratory unless otherwise noted.

100 (2) Musical Acoustics
Production, propagation and perception of sound waves in music; emphasis on understanding of musical instruments and the means of controlling their sound by the performer. No laboratory. Each student will write a term paper applying physical principles to a particular field of interest. Not to be counted toward the minimum major, or to fulfill entrance requirement for medical school.
Open to all students except those who took 102.
Ms. Brown

101 (1)* Physics in Perspective
A qualitative overview of the evolution of physics from classical to modern concepts. An introduction to the methodology and language of physics. Laboratory in alternate weeks. Not to be counted toward minimum major, or to fulfill entrance requirement for medical school.
Open to all students.

102 (2) Musical Acoustics with Laboratory
Same description as 100 except the course is offered with laboratory in alternate weeks and the students will write a shorter term paper. Not to be counted toward the minimum major, or to fulfill entrance requirement for medical school.
Open to all students.
Ms. Brown

103 (1) Contemporary Problems in Physics
Consideration of selected aspects of physics and physical concepts in their relationship to contemporary societal problems. Physics of whales and porpoises. Various aspects of these unusual mammals will be explored and viewed in the light of the physical principles they embody. Areas covered include: diving, acoustics, and movement through fluids. Each student will write a final paper on a particular topic. Laboratory in alternate weeks. Not to be counted toward the minimum major, or to fulfill entrance requirement for medical school.
Open to all students.
Not offered in 1982-83.
Mr. Ducas

104 (1) Basic Concepts in Physics I
Mechanics including: statics, dynamics, and conservation laws. Introduction to waves. Discussion meetings in alternate weeks. Open to all students who do not offer physics for admission and by permission of the instructor to juniors and seniors who offer physics for admission.
Prerequisite or corequisite: Mathematics 115.
Ms. Marshall

105 (1) General Physics I
Elementary mechanics and applications to gravitation and planetary motions; introduction to wave phenomena; a special topic of classical physics, such as thermodynamics; fluids. Discussion meetings in alternate weeks. Open to students who offer physics for admission and are not eligible for 110.
Prerequisite or corequisite: Mathematics 115.
Mr. Ducas

106 (2) Basic Concepts in Physics II
Electricity and magnetism; wave phenomena and optics. Discussion meetings in alternate weeks.
Prerequisite: 104 or 105 and Mathematics 115.
Mr. Snyder

110 (1) Advanced General Physics
An intensive course which includes forces on particles in gravitational, electric, and magnetic fields; rotational motion; wave motion; simple circuits. A student who successfully completes 110 is eligible for Grade II work in physics. Discussion meetings in alternate weeks.
Open to students who offer physics for admission and have completed Mathematics 115.

Miss Fleming

201 (2) Electricity and Magnetism
Fundamental laws of electric and magnetic fields; electric circuits; electric and magnetic properties of matter. Laboratory includes practice in the use of the oscilloscope and other measuring instruments.
Prerequisite: 106, [107] or 110, and Mathematics 116.

Miss Fleming

202 (1) Optical Physics
Wave theory as applied to optical phenomena. Interference, diffraction, coherence, polarization, dispersion, resolution. Introduction to modern optics including lasers and holography.
Prerequisite: same as for 201.

Ms. Brown

204 (2) Modern Physics
Basic principles of relativity and quantum theory, and of atomic and nuclear structure.
Prerequisite: 106, [107] or 110, and Mathematics 115.

Mr. Ducas

222 (1) Medical Physics
Biological applications of physics. Such areas as mechanics, electricity and magnetism, and thermodynamics will be investigated. No laboratory.
Prerequisite: 106, [107] or 110, and Mathematics 115, or permission of the instructor.

Not offered in 1982-83.

Mr. Ducas

305 (2)* Thermodynamics
The laws of thermodynamics; kinetic theory of gases; statistical mechanics.
Prerequisite: 106, [107] or 110, and one Grade II course; Extradepartmental 216 or Mathematics 205.

Mr. Ducas

306 (1) Mechanics
A vector analytical presentation of Newtonian mechanics including central fields, rotational motion, and small vibrations; Lagrange's equations.
Prerequisite: 201 or 202; Extradepartmental 216; or by permission of the instructor.

314 (2) Electromagnetic Theory
Maxwell's equations, boundary value problems, special relativity, electromagnetic waves, and radiation.
Prerequisite: 201 and 306, and Extradepartmental 216 or Mathematics 205.

Mr. Snyder

321 (1) Quantum Mechanics
Interpretative postulates of quantum mechanics; solutions to the Schroedinger equation; operator theory; perturbation theory; scattering; matrices.
Prerequisite: 204 or [200] and Mathematics 210; 306 or 314 are strongly recommended.

Mr. Snyder

349 (2)* Selected Topics
Advanced topics of mutual interest to faculty and students. Topic for 1982-83: Plasma Physics. Students will report on topics of special interest.
Prerequisite: 201.

Ms. Marshall

350 (1) (2) Research or Individual Study 1 or 2
Open by permission to juniors and seniors.

370 (1-2) Thesis 2 to 4
Open only to honors candidates.

CROSS-LISTED COURSES

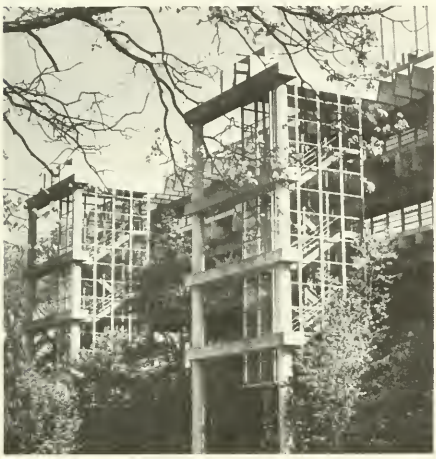
Extradepartmental 216 (2)
Mathematics for the Physical Sciences
For description and prerequisite see Extradepartmental 216.

DIRECTIONS FOR ELECTION

Credit will be given for only one of the following courses: 104, 105, 110.

A major in physics should ordinarily include 201, 202, 204 or [200], 306, 314, and 321. Extradepartmental 216 or Mathematics 209, is an additional requirement. One unit of another laboratory science is recommended.

A reading knowledge of two of the following languages is desirable for students planning to attend graduate school: French, German, Russian.



Exemption Examination

An examination for exemption from Physics 110 is offered to students who present one admission unit in physics. Students who pass this examination will be eligible for Grade II work in physics. No unit of credit will be given for passing this examination.

Political Science

Professor:
Miller[A], *Schecter, Stettner, Keohane, Just (Chairman)*

Visiting Associate Professor:
Jenson [P]

Assistant Professor:
Paarlberg, Krieger [A], *Joseph, Murphy, O'Neill, Lewis*

Barnette Miller Visiting Assistant Professor:
Litwak [P]

Instructor:
Smiley, Kvistad

Lecturer:
Entmacher [P], *Leymaster* [P], *Wasserspring* [P]

For information on our new Experimental Exchange with Brandeis University's Legal Studies Program see p. 151.

101 (1) (2) Introduction to Politics
Study of political conflict and consensus, or "who gets what, when, and how." Topics include ways in which political systems deal with problems of leadership, economic development, social and racial inequality. Comparison of democratic and authoritarian systems, including the United States, Great Britain, Nazi Germany, and the People's Republic of China. Emphasis on the relationship between political thought, institutions, and policy problems. Readings from Rousseau, Madison, Mill, Hitler, Marx, Lenin, and Mao as well as contemporary political analysts. Strongly recommended for all further work in political science.
Open to all students.

The Staff

Comparative Politics

204 (1) Political Economy of Development and Underdevelopment
An analysis of the national and international contexts of political and economic problems of the Third World with special emphasis on the major explanations for underdevelopment and alternative strategies for development. Some attention will also be given to the experience of the Industrial Revolution in Western Europe and North America and the process of change in industrial societies. Topics discussed include colonialism and economic dependency, nationalism and nation-building, rural development, technology transfer, population control, and the role of women in the developing countries.
Prerequisite: one unit in political science, economics, or European or Third World history; open to juniors and seniors without prerequisite.

Mr. Joseph

205 (1) Politics of Western Europe
A comparative study of democratic politics in Western Europe. The course will focus on political development in Great Britain, France, and Germany and will examine the role of political culture, parties, interest groups, and leaders in the political process. Contemporary problems in civil rights, economics, and European integration will be explored.
Prerequisite: one unit in political science or European history; open to juniors and seniors without prerequisite.

Mr. Kvistad

206 (1) Politics of the Soviet Union and Eastern Europe
Study of the ideology and political organization of Soviet and Eastern European Communism since the 1917 Bolshevik Revolution. Topics include theory and practice of Marxism-Leninism and Stalinism, internal politics of the Communist Party, Soviet education and public opinion, and varieties of socialist democracy in contemporary Eastern Europe. Students interested in studying Soviet Politics should enroll in MIT 17.603 (1), taught by Professor Donald Blackmer.
Prerequisite: two units in political science or Russian language and/or history. Not open to students who have taken 301.

Not offered in 1982-83.

Offered in 1983-84 by
Kathryn W. Davis Visiting Professor of Slavic Studies

207 (2) Politics of Latin America
An analysis of political and economic problems of Latin America, including alternative explanations of development and underdevelopment in the region. The course will focus on major national problems such as urbanization, rural development and agrarian reform, economic dependency, industrialization and redistribution and explore the political consequences of public policies formulated to deal with these issues. Special consideration given to the political systems of Mexico, Brazil, Peru, Argentina, and Chile.
Prerequisite: one unit in political science; by permission to other qualified students.

Ms. Wasserspring

208 (2) Politics of East Asia
An introduction to the political systems of contemporary China and Japan. Topics include the origins and evolution of the Chinese revolution; the legacy of Chairman Mao Zedong; the structure and nature of political processes in the People's Republic of China; policy issues such as rural development, the status of women and ethnic minorities, and education in socialist China; party and bureaucratic politics in post-war Japan; and the reasons for the Japanese economic "miracle."
Prerequisite: one unit in Political Science, Asian History, or Chinese Studies. Not open to students who have taken 300.

Mr. Joseph

209 (2) African Politics
An examination of the politics of Africa, with special emphasis on relations among African countries and between Africa and the rest of the world. Attention will be paid to the problems of decolonization, national integration, and to the crisis in southern Africa.
Prerequisite: one unit in political science; by permission to other qualified students.

Mr. Murphy

303 (2) The Political Economy of the Welfare State
A comparative study of the foundations of social and welfare policy in Western democracies. Focus will be on the changing character of the welfare state in Europe and America: its development in the inter-war years, its startling expansion after World War II, and its uncertain future today as a result of fiscal crisis and diverse political oppositions. Themes to be discussed include: state strategies for steering the capitalist economy; problems of redistribution of wealth; social security, health, and unemployment protection; and equal employment and educational opportunity.
Prerequisite: one Grade II unit in American or comparative European politics or macroeconomics or European history; open to juniors and seniors without prerequisite by permission of the instructor.

Mr. Kvistad

304 (2) Studies in Political Leadership
A comparative study of the resources and constraints modern political leaders experience. Conceptual approaches and case studies will be analyzed. Exploration of succession problems and political culture in a variety of democratic and authoritarian societies. Individual research and student reports.
Open to students who have taken one Grade II unit in international relations, American or comparative politics, or by permission of the instructor.

Not offered in 1982-83.

Miss Miller

Offered in 1983-84.

305 (1) Seminar. The Military in Politics
A comparative exploration of the role of the military in the political process. Why and how does the military become involved in politics? What are the consequences of its involvement for the society and for the military as an institution? Special attention to military and civilian elite interaction, causes of military coups, decision-making styles, and policy outcomes in military regimes. Case studies drawn from experiences in the U.S., Western Europe, and the Third World.
Open to juniors and seniors by permission of the instructor.

Ms. Wasserspring

306 (2) Seminar. Revolutions in the Modern World
Comparative analysis of the theory and practice of revolutions in the 20th century. The seminar will consider such questions as: Why and when do revolutions occur? Why do some succeed while others fail? Are there different types of revolutions? What are the important qualities of revolutionary leadership? How are people mobilized to join and support a revolutionary movement? Revolutionary writings by Lenin, Mao, Guevera, Debray, and Ho Chi Minh will be studied, along with contem-

porary social science analyses of the phenomenon of revolutions. Case studies will be drawn from revolutions in Russia, China, Cuba, Vietnam, Chile, and Iran.
Open to juniors and seniors by permission of the instructor.

Mr. Joseph

307 (1) Seminar. Comparative Political Parties and Social Movements
Analysis of modern social movements and their relationship to political parties in Europe, Canada and the United States. Impact of social change due to economic modernization and technology, secularization, mass education, corporatism, and communication on bourgeois, social democratic and communist parties and on autonomous social movements concerned with such issues as peace, feminism, the environment, and independence for regional sub-groups within a nation. Comparative analysis of structure, function, mobilization, and impact of parties and social movements on advanced industrial systems.
Open to juniors and seniors by permission of the instructor.

Ms. Jenson

American Politics and Law

200 (1) (2) American Politics
The dynamics of the American political process: constitutional developments, growth and erosion of congressional power, the rise of the presidency and the executive branch, impact of the Supreme Court, evolution of federalism, the role of political parties, elections and interest groups. Emphasis on national political institutions and on both historic and contemporary political values. The course will include analysis of a variety of contemporary policy problems, including such issues as race and sex discrimination, individual liberties, poverty, urban conflict, environmental disruption, inflation, and unemployment. Recommended for further work in American law and politics.
Prerequisite: one unit in political science, economics, or American studies, or by permission of the instructor.

Mr. Schechter, Mr. Lewis, Mr. O'Neill

210 (1) Voters, Parties, and Elections
Analysis of political behavior in America. The role of interest groups and public opinion in policy issues.. Study of voting decisions, political campaigns, party organization, and the meaning of elections. Special topics include the use of media and technology in campaigns, political alienation, and structural reform.
Prerequisite: two units in political science or American history or sociology, or permission of the instructor.

Mrs. Just

212 (1) Urban Politics
Introduction to contemporary urban problems. Analysis of the various perspectives on the nature of urban and suburban problems and policies. Evaluation of the formation, implementation, and impact of selected urban policies concerning housing, education, race, criminal justice, welfare, finances, transportation. Examination of trends in national urban policy, intergovernmental relations, and patterns of political involvement and conflict.
Prerequisite: one Grade II unit in American politics, two units in American history, sociology, or economics, or permission of the instructor.

Not offered in 1982-83.

215 (1) (2) Law and the Administration of Justice
Fundamentals of the American legal process, including development of common law, courts and judges, civil and criminal proceedings, consumer rights and duties, criminal liability, interaction of law and politics, limits of the legal system; some comparison with other legal systems. Recommended for further work in legal studies.
Prerequisite: two Grade II units in political science including one in American Politics, or by permission of the instructor. Not open to students who have taken 330.

Mr. O'Neill, Ms. Entmacher

311 (1) The Supreme Court in American Politics
Analysis of major developments in constitutional interpretation, the conflict over judicial activism, and current problems facing the Supreme Court. Emphasis will be placed on judicial review, the powers of the President and of Congress, federal-state relations, and individual rights and liberties. Each student will take part in a moot court argument of a major constitutional issue.
Prerequisite: two Grade II units in political science, including one in American politics, or 330, or by permission of the instructor. Not open to students who have taken 332.

Mr. Schechter

312 (1) The Criminal Justice System
An examination of how the criminal justice system works, considering the functions of police, prosecutor, defense counsel, and court in the processing of criminal cases; uses of discretionary power in regard to international and national rendition of fugitive offenders, arrest, bail, plea bargaining, and sentencing; changing perceptions of the rights of offenders and victims; current problems in criminal law. Legal research and moot court practice.
Prerequisite: 300, or 332, or permission of the instructor. Not open to students who have taken 334.

Mr. Leymaster

313 (2) American Presidential Politics
Analysis of the central role of the president in American politics, and the development and operation of the institutions of the modern presidency, including the White House staff, the Office of Management and Budget, the Council of Economic Advisors, and the National Security Council. The course will focus on sources of presidential power and limitations on the chief executive, with particular emphasis on congressional relations and leadership of the federal bureaucracy. Case studies will be drawn from recent administrations.
Prerequisite: 200, or the equivalent, or permission of the instructor.

Mr. Paarlberg

314 (1) Congress and the Legislative Process
An examination of the structure, operation, and political dynamics of the U.S. Congress and other contemporary legislatures. Emphasis will be on Congress: its internal politics, relations with the other branches, and responsiveness to interest groups and the public. The course will analyze the sources and limits of congressional power, and will familiarize students with the intricacies of lawmaking.
Prerequisite: 200, or 210, or permission of the instructor.

Mr. O'Neill

315 (2) Public Policy and the Bureaucracy
Exploration of the expanding role of the federal bureaucracy. What are the causes of bureaucratic growth? What impact has this had on individuals, on institutions, and on the policy process? Focus on processes of decision-making, problems of implementation, intergovernmental relations, and program evaluation. Examination of specific bureaucratic responsibilities such as budgeting, regulating the private business sector, and the Great Society programs of the 1960s. Case studies of agencies such as the Office of Management and Budget, the Environmental Protection Agency, the Office of Economic Opportunity, and the Occupational Safety and Health Administration.
Prerequisite: 200, or permission of the instructor.

Ms. Jenson

316 (2) Mass Media and Public Opinion
Analysis of development and treatment of contemporary political issues in the mass media and the written press. Relevant topics in political behavior will also be explored. How consistent or mutable are popular opinions? How does public opinion influence or constrain democratic leadership? Comparison will be made of the development of issues such as the Vietnam War, school desegregation, national health insurance, and ERA.
Prerequisite: 200, or 210, or permission of the instructor.

Mrs. Just

317 (2) Federal Policy-Making
Investigation of how politicians, bureaucrats and lobbyists bargain over policies at home and abroad. Focus on practical politics and general theories about the policy-making system. Case studies of successes and failures in both foreign and domestic policy. This course will emphasize student presentations and research papers on individual policies.
Prerequisite: 200 or permission of the instructor.

Mr. Lewis

318 (1) Field Research Seminar in Social Welfare Law and Policy
A seminar combining student internships in governmental agencies or public interest groups with investigation of the law and politics of social welfare in the United States. Focus on such programs as legal services, food stamps, AFDC, housing, Medicaid and Medicare. Class sessions will explore policies, procedures, institutional structures, litigation.
Open to juniors and seniors by permission of the instructor.

Mr. Schechter

319 (1) Seminar. Secrecy and Openness in Government
Examination of the conflict between demands for secrecy and for openness in American government. When, if ever, is secrecy justified? What are the advantages of widespread public dissemination of information? Study of techniques of secrecy and communication and of such issues as executive privilege, national security, intelligence gathering. The Freedom of Information Act will provide a detailed case study of a congressional fight with the White House over open government. Open to juniors and seniors by permission of the instructor.

Mr. Lewis

320 (2) Seminar. Law and Social Change
Analysis of the emerging constitutional and statutory rights of women and racial minorities. What rights have been sought? What rights have been achieved? To what extent have new legal rights been translated into actual social and governmental practices? Focus on the equal protection and due process clauses of the Fourteenth Amendment, statutes such as Title VII of the 1964 Civil Rights Act, and Supreme Court decisions during the past decade. The seminar will compare litigation with more traditional strategies for changing public policies toward employment discrimination, abortion, affirmative action, school segregation, housing and welfare.
Prerequisite: one unit in Americal legal studies and permission of the instructor. Not open to students who have taken 335.

Mr. Schechter

336 (2) Seminar. The Family and the State
Analysis of the development and evolution of public policies toward the family. Focus on the role of the political system and the courts in defining when a family exists, the purposes of the family, and the varying responsibilities within a family relationship. Questions to be considered include how should the state respond when the interests of the individual and his or her family conflict, or when the expectations of the family and the state conflict. Consideration of policies toward divorce; unconventional lifestyles; recognition of nontraditional families; spouse, child and dependent abuse; family planning; and public welfare decision-making.
Prerequisite: prior work in American politics, and/or law and permission of the instructor.

Ms. Entmacher

International Relations

221 (1) (2) World Politics
An introduction to the international system with emphasis on contemporary theory and practice. Analysis of the bases of power and influence, the policy perspectives of principal states, and the modes of accommodation and conflict resolution.
Prerequisite: one unit in history or political science.

Mr. Murphy

222 (2) Comparative Foreign Policies
An examination of factors influencing the formulation and execution of national foreign policies in the contemporary international system. Comparisons and contrasts between "advanced" and "developing" countries will be stressed, especially the varying significance of domestic sources of foreign policy in Western and non-Western settings.
Prerequisite: one unit in international relations or comparative politics.

Mr. Paarlberg

321 (1) The United States in World Politics
An exploration of American foreign policy since 1945. Readings will include general critiques and case studies designed to illuminate both the processes of policy formulation and the substance of policies pursued. Consideration of future prospects.
Prerequisite: one unit in international relations or permission of the instructor.

Mr. Litwak

322 (2) The Soviet Union in World Politics
An examination of Soviet foreign policy since 1917. Attention will be given to ideological, geo-political, economic, and domestic sources of foreign policy behavior. Soviet policy toward the Western nations, developing nations, and other communist countries will be treated.
Prerequisite: one unit in international relations, 301, 206, or permission of the instructor.

Not offered in 1982-83.

Offered in 1983-84 by
Kathryn W. Davis Visiting Professor of Slavic Studies

323 (1) The Politics of Economic Interdependence
A review of political strategies for coping with global economic interdependence. Emphasis on the promise and performance of national, regional, international, and transnational organizations, including multi-national corporations, in response to order. Global issues discussed will include food, oil, terms of trade, population, income inequality, and resource depletion.
Prerequisite: one unit in international relations or comparative politics.

Mr. Paarlberg

324 (2) International Security
War as the central dilemma of international politics. Shifting causes and escalating consequences of warfare since the industrial revolution. Emphasis on the risk and avoidance of armed conflict in the contemporary period, the spread of nuclear and conventional military capabilities, arms, transfer, arms competition, and arms control.
Prerequisite: same as for 321.

Mr. Paarlberg

325 (2) Seminar. Negotiation and Bargaining
An examination of modern diplomacy emphasizing the behavior of states, international organizations, and other actors in a variety of political settings. Consideration of the roles of personalities, national styles of statecraft, and domestic constraints in East-West and North-South conflicts. Open to juniors and seniors by permission of the instructor.

Mr. Murphy

326 (2) International Politics in the Middle East
Examines conflict and cooperation in the Middle East stressing the Arab-Israeli dispute, intra-Arab politics, and the behavior of extra-regional states. Also considers domestic problems and the roles of religion and ideology as hindrances or aids to conflict resolution.
Prerequisite: same as for 321.

Not offered in 1982-83.

Mr. Murphy

Offered in 1983-84.

327 (1) International Organization
The changing role of international institutions since the League of Nations. Emphasis on the General Assembly and the Security Council of the UN, plus examination of specialized agencies, multilateral conferences and regional or functional eonomic and security organizations. The theory and practice of integration beyond the nation-state, as well as the creation and destruction of international regimes.
Prerequisite: one unit in international relations or comparative politics. Not open to students who have taken 223.

Not offered in 1982-83.

Mr. Murphy

Offered in 1983-84.

328 (1) Seminar. Problems in East-West Relations
Analysis of American, European and Soviet perspectives on political, military, economic, and cultural relations between the superpowers and their allies in a series of case studies from the origins of the Cold War to the imposition of martial law in Poland. Emphasis on competing visions of detente, co-existence, arms control, energy dependence, trade, technology transfer, and third-world development. Individual research and student reports.
Prerequisite: one unit in international relations or permission of the instructor.

Mr. Litwak

329 (1) International Law
The law applicable to the relations of States, international organizations, and individuals in the international community, considering lawmaking processes, settlement of public and private disputes, national claims to marine areas, control of international terrorism, nationality and alienage, regulation and protection of foreign trade and investments, revision of laws of war. Legal research and moot court practice.
Open to students who have taken 330 or two units in international relations, or by permission of the instructor. Not open to students who have taken 331.

Not offered in 1982-83.

Political Theory and Methods

240 (2) Classical and Medieval Political Theory
Study of selected classical, medieval, and early modern writers such as Plato, Aristotle, Cicero, St. Augustine, St. Thomas Aquinas, Machiavelli, Luther, Calvin, and Hooker. Views on such questions as nature of political man; interpretations of the concepts of freedom, justice, and equality; legitimate powers of government; best political institutions. Some attention to historical context and to importance for modern political analysis.
Prerequisite: one unit in political science, philosophy, or European history.

Mr. Kvistad

241 (2) Modern Political Theory
Study of political theory from the 17th to 19th centuries. Among the theorists studied are Hobbes, Locke, Hume, Rousseau, Burke, Mill, Hegel, Marx, and Nietzsche. Views on such questions as the nature of political man; interpretations of the concepts of freedom, justice, and equality; legitimate powers of government; best political institutions. Some attention to historical context and to importance for modern political analysis.
Prerequisite: one unit in political science, philosophy, or European history.

Mr. Stettner

242 (1) Contemporary Political Theory
Study of selected 20th century political theories, including Marxism-Leninism, Social Democracy, Fascism, Neo-conservatism. Attention will be paid to theories leading to contemporary approaches to political science, including elite theory, group theory, functionalism, and theories of bureaucracy.
Prerequisite: one unit in political theory; 241 is strongly recommended.

Miss Smiley

249 (2) Political Science Laboratory
The role of empirical data and the use of the computer in the study of comparative politics, public opinion, and political behavior. Frequent exercises introduce students to topics in descriptive statistics, probability and sampling, questionnaire design, cross tabulation; tests of significance, regression, correlation and modeling. Emphasis is on concepts in data analysis. No previous knowledge of mathematics, statistics, or computing is required.
Prerequisite: one Grade II unit in political science or permission of the instructor.

Mr. Murphy

340 (1)* American Political Thought
Examination of American political writing, with emphasis given to the Constitutional period, Progressive Era, and to contemporary sources. Questions raised include: origins of American institutions, including rationale for federalism and separation of powers, role of President and Congress, judicial review, etc.; American interpretations of democracy, equality, freedom and justice; legitimate powers of central and local governments. Attention paid to historical context and to importance for modern political analysis.
Prerequisite: Grade II work in political theory, American politics, or American history, or permission of the instructor.

Mr. Stettner

341 (1) Issues and Concepts in Political Theory
Study of such political concepts as freedom, justice, equality, democracy, power, revolution, civil disobedience, and political obligation. Discussion of related issues, including implications for political systems of adopting these concepts and problems which result when these values conflict with one another. Emphasis on contemporary political problems and sources.
Prerequisite: two Grade II units in political science, philosophy, or intellectual history, or permission of the instructor.

Miss Smiley

342 (2) Marxist Political Theory
Study of the fundamental concepts of Marxism as developed by Marx and Engels and explored by later classical Marxist theorists including: Lenin, Stalin, Trotsky, Gramsci, Kautsky, and Luxemburg. Attention will also be paid to the contemporary theoretical controversy surrounding both East European communism and the "Eurocommunism" of France, Italy, and Spain. Concepts to be critically examined include: alienation, the materialist view of history, the bourgeois state, the transition to socialism, the dictatorship of the proletariat, and permanent revolution vs. statism.
Prerequisite: one Grade II unit in political theory or permission of the instructor.

Miss Smiley

343 (2) Seminar. Society and Self in French Thought
Exploration of the development of concepts of the individual self and integration of the individual in social and political life in early modern French thought. Among the topics studied will be theories

of obligation to obey political authority, and philosophies justifying estrangement or detachment from society. Authors read will include: Montaigne, Descartes, Pascal, Montesquieu, and Rousseau. Prerequisite: one Grade II unit in political theory, philosophy, or French history, and permission of the Department.

Ms. Keohane

349 (2) Seminar. Feminist Political Theory
Examination of 18th through 20th century feminist theory within the conventions and discourse of traditional political theory. The first half of the seminar will focus on the liberal and the socialist traditions and the second half on contemporary feminist theory in the Marxist, psychoanalytic and "radical feminist" genres. Authors such as Wollstonecroft, Marx, de Beauvoir and Rowbotham will be studied.
Open to juniors and seniors by permission of the instructor.

Miss Smiley

350 (1) (2) Research or Individual Study 1 or 2
Individual or group research of an exploratory or specialized nature. Students interested in independent research should request the assistance of a faculty sponsor and plan the project, readings, conferences, and method of examination with the faculty sponsor.
Open to juniors and seniors by permission.

370 (1-2) Thesis 2 to 4
Open only to honors candidates.

CROSS-LISTED COURSES

Black Studies 214 (2)
Blacks and the U.S. Supreme Court
For description and prerequisite see Black Studies 214.

Black Studies 215 (1)
Race and Racism in American Politics
For description and prerequisite see Black Studies 215.

Black Studies 312 (1)
Urban Black Politics in the South
For description and prerequisite see Black Studies 312.

Education 307 (2)
Seminar: Law, Ethics, and Education
For description and prerequisite see Education 307.

EXPERIMENTAL EXCHANGE WITH THE LEGAL STUDIES PROGRAM AT BRANDEIS UNIVERSITY

The Political Science Department and the Legal Studies Program at Brandeis have established an experimental exchange for the next three years in order to enlarge the law-related curricular offerings of both institutions. Next year Brandeis students will be eligible to enroll in Political Science 318 and 319 in Semester 1 and 320 and 336 in Semester 2. Wellesley students may enroll in the following Brandeis seminars:

Legal Studies 102 A (1) Law and the Environment
This seminar explores the use of law to regulate and protect the environment: to control air and water pollution and toxic substances, to allocate land, water and other resources, and to resolve conflicts between development and protection. Interdisciplinary approach will address economic and philosophical issues, regulation of technology, conflict resolution and social equity concerns. Materials drawn from law, social science and natural science.
No specific prerequisite, but preference given to juniors and seniors.

Mr. Joel Russell

Legal Studies 102 AR (2) Science, Technology and the Law
This seminar will examine the legal, institutional, economic, social and ethical issues relating to public control of science and technology. Current legal controversies will be considered in the larger context of the public interest in the place and direction of scientific research and technological development. The political and legal roles and funding policies of a variety of governmental agencies will be explored.
No specific prerequisite, but preference given to juniors and seniors.

Mr. Richard Miller

DIRECTIONS FOR ELECTION

The Political Science Department divides its courses and seminars into four sub-fields: Comparative Politics, American Politics and Law, International Relations, and Political Theory and Methods. Political Science 101, which provides an introduction to the discipline, is strongly recommended for freshmen or sophomores who are considering majoring in Political Science.

The following requirements, adopted in December 1981, apply to all majors in the Class of 1984 and subsequent classes; majors in the Class of 1983 may choose between these requirements and those existing when they became Political Science majors. For a description of the earlier requirements, consult the College Bulletin for 1982-83.

In order to ensure that Political Science majors familiarize themselves with the substantive concerns and methodologies employed throughout the discipline, all majors must take one Grade II or Grade III unit in each of the four sub-fields offered by the Department. In the process of meeting this major requirement, students are encouraged to take at least one course or seminar which focuses on a culture other than their own.

In addition to the distribution requirement, the Department believes all majors should do advanced work in at least two of the four sub-fields. To this end, the minimum major shall include Grade III work in two fields and at least one of these Grade III units must be a seminar. Majors are encouraged to take more than the minimum number of required Grade III courses. Furthermore, while units of credit taken at other institutions may be used to fulfill up to two of the four distribution units, the Grade III units required for a minimun major must be taken at Wellesley.

Although Wellesley College does not grant academic credit for participation in intern programs, students who take part in the Washington Summer Internship program or the Los Angeles Urban Internship Program may arrange with a faculty member to undertake a unit of 350, Research or Individual Study, related to the internship experience.

Political Science majors who are considering going to graduate school for a Ph.D. in Political Science should keep in mind that most graduate schools require a reading knowledge of two foreign languages and statistics or, as an alternative, one language plus quantitative methods.

Psychology

Professor:
Zimmerman, Dickstein, Furumoto, Schiavo [A], *Miller*

Visitng Professor:
Blumstein, Henry R. Luce Visiting Professor

Associate Professor:
Clinchy (Chair), Koff, Mansfield, Finison [P], *Harlan* [P], *Kaplan* [P]

Assistant Professor:
Schwartz, Pillemer [A], *Cheek, Brachfeld-Child, Keane* [P], *Cohen* [P]

Instructor:
Akert, Hauser-Cram

Lecturer:
Erkut [P], *Rierdan* [P]

Research Assistant:
Eister

101 (1) (2) Introduction to Psychology
Study of selected research problems from areas such as personality, personality development, learning, cognition, and social psychology to demonstrate ways in which psychologists study behavior.
Open to all students.
The Staff

205 (1) (2) Statistics
The application of statistical techniques to the analysis of psychological data. Major emphasis on the understanding of statistics found in published research and as preparation for the student's own research in more advanced courses. Three periods of combined lecture-laboratory. Additional optional periods may be arranged for review and discussion.
Prerequisite: 101.
Mr. Finison, Mr. Dickstein, Ms. Hauser-Cram

207 (1) (2) Child Development
Behavior and psychological development in infancy and childhood. Theory and research pertaining to personality, social, and cognitive development are examined. Lecture, discussion, demonstration, and observation of children. Observations at the Child Study Center required.
Prerequisite: 101.
Ms. Brachfeld-Child, Ms. Mansfield

207R (1) (2) Research Methods in Developmental Psychology
An introduction to research methods appropriate to the study of human development. Individual and group projects. Laboratory. Each section typically limited to twelve students. Observations at the Child Study Center required.
Prerequisite: 205 and 207.
Ms. Brachfeld-Child, Ms. Clinchy

208 (1) Adolescence
Consideration of physical, cognitive, social and personality development during adolescence.
Prerequisite: 101.
Ms. Erkut

210 (1) (2) Social Psychology
The individual's behavior as it is influenced by other people and the social situation. Study of social influence, interpersonal perception, social evaluation, and various forms of social interaction. Lecture, discussion, and demonstration.
Prerequisite: 101.
Ms. Akert

210R (2) Research Methods in Social Psychology
An introduction to research methods appropriate to the study of social psychology. Individual and group projects on selected topics. Laboratory. Each section typically limited to twelve students.
Prerequisite: 205 and 210 or 211.
Ms. Akert

211 ( ) Group Psychology
Study of everyday interaction of individuals in groups. Introduction to theory and research on the psychological processes related to group structure and formation, leadership, communication patterns, etc.
Prerequisite: 101.

Not offered in 1982-83.

Mr. Schiavo

212 (1) (2) Personality
Selected theories of personality as applied to the normal individual. Some emphasis on relation of theories to selected topics and/or case studies.
Prerequisite: 101.

Mr. Schwartz, Mr. Cheek

212R (1) (2) Research Methods in Personality
An introduction to research methods appropriate to the study of personality. Individual and group projects. Laboratory. Each section typically limited to twelve students.
Prerequisite: 205 and 212.

Mr. Cheek, Mr. Dickstein

213 (1) Introduction to Psychobiology
An introduction to the study of the relationship between the nervous system and behavior with particular emphasis on the structure and function of the nervous system. Topics include basic neuroanatomy and neurophysiology, and brain mechanisms involved in such aspects of behavior as emotion, language, motivation, memory, sensation, and cognition. Emphasis on comparison of experiments with animal and human subjects in an effort to shed light on human cognitive functions. Laboratory. Replaces [245].
Prerequisite: 101 and Biology 111 or 109, or by permission of the instructor.

Mr. Eichenbaum, Mr. Cohen

214R (2) Research Methods in Psychobiology
Introduction to research methods employed in psychobiology. Consideration of human and animal experimental methodology. Group and individual projects, with opportunity for students to design and execute an independent research project.
Prerequisite: 205, and one of the following: 213, 215, 216, 217, 218, 219.

Ms. Furumoto, Mrs. Koff

215 (1) Comparative Psychology
Study of the behavior of a variety of animal species to provide insight into basic psychological processes and behavior patterns such as learning, cognition, communication, consciousness, courtship, mating behavior, and parenting. Course will include laboratory and field observations.
Prerequisite: 101.

Ms. Furumoto

216 (2) Psycholinguistics
Consideration of psychological theories of language, including such topics as origins and evolution of language, animal communication, language acquisition, biological basis of language, and the relation between language and thought.
Prerequisite: 101.

Ms. Blumstein

217 (1) Cognitive Processes
Examination of basic issues and research in human information processing, including topics from attention and pattern recognition; memory and conceptual processes; judgment, reasoning, and problem-solving.
Prerequisite: 101.

Ms. Mansfield

218 ( ) Sensation and Perception
Survey of theoretical and experimental approaches to selected topics in sensation and perception. Topics will include: sensory receptor processes; auditory and visual perceptual phenomena; perceptual learning and adaptation in children and adults; influence of social and personal variables upon perception; perceptual anomalies such as visual illusions, feelings of deja vue, and hallucinations. Course will include laboratory demonstrations.
Prerequisite: 101.

Not offered in 1982-83.

219 ( ) Learning
Conditioning, verbal learning, and memory will be discussed. There will be an emphasis on in-class exercises demonstrating principles of learning and a consideration of their relevance to everyday learning situations.
Prerequisite: 101.

Not offered in 1982-83.

220R ( ) Research Methods in Experimental Psychology
An introduction to research methods employed in experimental psychology, including the fields of learning, information processing, animal behavior, and cognition. Group and individual projects. Opportunity for student selection of an appropriate independent project. Laboratory.
Prerequisite: 101 and 205 (205 may be taken concurrently); and 213 or 215 or 216 or 217 or 218 or 219.

Not offered in 1982-83.

249 (2) Seminar. The Psychology of Education
Topic for 1982-83: The psychology of college education. Exploration of different types of liberal arts colleges from the psychological point of view. Topics will include changes in student attitudes, values, and behavior during the college years; salient features of the college environment as perceived by students and faculty (e.g., competition, achievement); student decision-making (e.g., the major, the career); relationships among students and between students and faculty; the social psychology of the classroom and the residence hall; innovative and traditional teaching techniques; methods of evaluating student learning; single-sex vs. coeducational colleges; the ideal college education for women. Freshmen and sophomores are encouraged to apply.
Open by permission of the instructor to students who have taken 101.

Miss Zimmerman

301 ( ) Seminar. Child Development and Social Policy
An examination of the relevance of psychological theories and research in forming social policy, with particular emphasis on policies affecting children. Consideration of the applicability of developmental research to policy issues such as the content of federal regulations and the construction of social programs serving children and adolescents. Topics include the effects of televised advertising and violence, educational television, day care, juvenile delinquency, and physical and sexual abuse of children. The adequacy of existing strategies for synthesizing psychological research in order to increase its policy relevance will be considered.
Open by permission of the instructor to juniors and seniors who have taken two Grade II units, including 207 and excluding 205, and to other qualified students.

Not offered in 1982-83.

Mr. Pillemer

303 (1) The Psychological Implications of Being Female
Consideration of some of the changing patterns in the behavior of women, including literature in the area of sex differences. Some of the following topics will be examined: theoretical formulations of the psychology of women; female sexuality; men's liberation; results of research on sex differences in humans and animals; social determinants of sex-stereotyped behavior.
Open to juniors and seniors who have taken two Grade II units, excluding 205, and by permission of the instructor to other qualified students.

Ms. Kaplan

306 (1) States of Consciousness
An examination of various conceptual and empirical issues in consciousness study. Topics considered will include sleep and dreams, hypnosis and the induction of dissociated states, biofeedback, childhood states of consciousness, the unconscious, psychotic and hallucinogenic states, drug-induced states, and cross-cultural and psychotherapeutic concerns.
Prerequisite: same as 303.

Mr. Schwartz

309 (2) Abnormal Psychology
Consideration of major theories of neurosis and psychosis. Illustrative case materials. Selected issues in prevention and treatment of emotional problems.
Open to juniors and seniors who have taken two Grade II units, including 212 and excluding 205.

Mr. Schwartz

310 (1) Seminar. Schizophrenia
The nature, causes, and treatment of schizophrenia. Schizophrenia will be distinguished from other psychological disorders with which it is frequently confused (such as multiple personality); its causes in terms of genetic, biochemical, family, and social influences will be reviewed; effective treatment of people diagnosed schizophrenic will be considered. Theoretical and research articles will be supplemented by taped interviews and films. The goals of the seminar are to increase the student's appreciation of this particular psychological disorder and, in so doing, to broaden her understanding of the variety of functional and dysfunctional ways people attempt to resolve universal human dilemmas.
Open by permission of the instructor to juniors and seniors who have taken two Grade II units, including 212, and excluding 205.

Ms. Rierdan

311 ( ) Seminar. Social Psychology
Psychological study of family interaction. Application of social psychological variables and small group theories to the study of the internal processes of family interaction. Topics will include power, decision-making, coalition formation, conflict resolution, and privacy. The approach will consider both marital interaction and processes involving the family as a unit. Some consideration given to the research methods used to study family interaction.
Open by permission of the instructor to juniors and seniors who have taken two Grade II units, including either 210 or 211 and excluding 205.

Not offered in 1982-83.

312 ( ) Seminar. Psychology of Death
An examination of the psychological meaning of death to the individual. Topics to be covered will include acquisition of the concept of death, antecedents and correlates of individual differences in concern about death, psychological processes in dying persons and their relatives, and the psychology of grief and mourning.
Open by permission of the instructor to juniors and seniors who have taken two Grade II units, excluding 205.

Not offered in 1982-83.

Mr. Dickstein

317 (2) Seminar. Psychological Development in Adults
Exploration of age-related crises and dilemmas in the context of contemporary psychological theory and research. Primary focus will be on early adulthood, but selected topics in mid-life and aging will also be examined. Among the topics to be covered will be intellectual development in adulthood; changing conceptions of truth and moral value; commitments to intimacy and work; marriage and divorce; parenthood; conflicts between family and career; the role of play in adult life; sex differences in development.
Open by permission of the instructor to juniors and seniors who have taken 101.

Ms. Mansfield

318 (2) Seminar. Brain and Behavior
Selected topics in brain-behavior relationships. Emphasis will be on the neural basis of the higher-order behaviors. Topics will include language, perception, learning, memory, hemispheric specialization, and sex differences in lateralization.
Open by permission of the instructor to juniors and seniors who have taken two Grade II units, including one of the following: 213, 215, 216, 217, 218, 219 and one other Grade II course, excluding 205.

Mr. Cohen

325 (1) Seminar. History of Psychology
Topic for 1982-83: Women in the Early Period of American Psychology. Investigation of the emergence of psychology as a discipline in the United States (1890-1930) and of the lives, educational experiences, and professional contributions of the women who were entering the field in that period.
Prerequisite: same as 317.

Ms. Furumoto

327 (2) Selected Topics in Personality
Topic for 1982-83: The Psychology of Vocational Choice and Personnel Selection. The first half of the course concerns the psychological processes involved in the development of vocational interests and the choice of a career. Diagnostic tests used in career counseling will be examined. In the second half, attention will be focused on the use of personality tests and other measures by personnel psychologists to make hiring and promotion decisions in business and industry. Recent controversies concerning sex and race discrimination and the validity of psychological tests for employee selection will be discussed.
Prerequisite: same as 303.

Mr. Cheek

328 (1) Seminar
Topic for 1982-83: Freud and psychoanalysis. Study of works of Sigmund Freud selected to show the development of Freud's concepts and concerns. Special consideration of Freud's place in modern psychoanalytic thinking and in other Western intellectual traditions.
Prerequisite: same as 312.

Mr. Schwartz

330 ( ) Seminar. Environmental Psychology
This seminar will examine the influence that setting has on behavior. Important concepts in environmental psychology such as crowding, privacy, territoriality, and personal space will be examined in detail. Sections of the course will focus on specific settings (e.g., hospitals, offices, classrooms), and attention will be paid to investi-

gating the urban environment. The application of psychological variables in architectural planning and design will also be considered.
Prerequisite: same as 303.

Not offered in 1982-83.

331 (2) Advanced Topics in Psychology
The Psychology of the Self. An examination of psychological approaches to understanding the nature of the self from William James (1890) to contemporary theories. Topics will include self-awareness, self-esteem, self-consistency, self-presentation, and self-actualization. The processes of self-concept formation during childhood will also be considered.
Prerequisite: same as 303.

Not offered in 1982-83.

Mr. Cheek

335 ( ) Seminar. Experimental Psychology
The ape language controversy. Is language unique to humans, or does the potential for language exist at least in some closely related species? This seminar will consider evidence from ape language research projects and recent criticisms which question the validity of this research.
Open by permission of the instructor to juniors and seniors who have taken one of the following: 213, 215, 216, 217, 218, or 219 and one other Grade II course, excluding 205, and to others by permission of the instructor.

Not offered in 1982-83.

Ms. Furumoto

340 (1) Applied Psychology
Topic for 1982-83: Organizational Psychology. To be effective in any organization it is crucial to have a working knowledge of how organizations and people within them function. This course will examine applications of psychological and managerial principles to problems encountered in work settings. Topics will include the impact of organizational systems on behavior, the use of power and influence, strategies for increasing productivity, motivation and morale, training and development techniques, and the implementation of organizational change. Special attention will be paid to the role of women as managers and leaders.
Prerequisite: same as 303.

Ms. Harlan

345 (2) Seminar
Early social development. Examination of major psychological theories and research concerning social development from infancy through the preschool years. Consideration of development in the contexts of the family and peer groups. Topics will include the child's interactions with mother, father and siblings; dual-career and single-parent families; development of sex roles; preschool and day care; peer play and friendship. Includes observations and research projects at the Wellesley College Child Study Center.
Open by permission of the instructor to juniors and seniors who have taken two Grade II courses, including 207, and excluding 205.

Ms. Brachfeld-Child

349 (2) Seminar. Selected Topics in Psychology
Topic for 1982-83: Nonverbal Communication. This course will examine the use of nonverbal communication in social interaction. Emphasis will be on the systematic observation of nonverbal behavior, especially facial expression, tone of voice, personal space, gestures, and body movement. Readings will include both scientific studies and descriptive accounts. Among the issues to be considered: the communication of emotion; cultural and gender differences; nonverbal communication in specific settings (e.g., counseling, educational situations; and interpersonal relationships).
Open by permission of the instructor to juniors and seniors who have taken two Grade II units in psychology excluding 205.

Ms. Akert

350 (1) (2) Research or Individual Study 1 or 2
Open by permission to juniors and seniors.

370 (1-2) Thesis 2 to 4
Open only to honors candidates.
Prerequisite: 207R, or 210R, or 212R, or 214R [220R].

CROSS-LISTED COURSES

Extradepartmental 239 (1)
Language and Mind
For description and prerequisite see Extradepartmental 239.

DIRECTIONS FOR ELECTION

Beginning with the Class of 1984, majors in psychology must take at least nine courses. The major must include 101, 205, one research course, and three additional Grade II courses. The Department offers four research courses: 207R, 210R, 212R, 214R, [220R]. The Department strongly recommends that the research course be completed no later than the end of the junior year.

Students interested in an interdepartmental major in psychobiology are referred to the section of the Catalog where the program is described. They should consult with the directors of the psychobiology program.

Religion

Professor:
Johnson, Hobbs (Chairman)

Associate Professor:
Kodera [A], *Marini*

Assistant Professor:
Elkins [P], *Reynolds, Grumet*

Instructor:
Brettler

104 (1) (2) Introduction to the Hebrew Bible
A critical study of the Hebrew Bible (Old Testament) from a variety of perspectives—as a cultural expression of the ancient Near East, as a source for the history of Israel, and as the record of the evolving religious tradition of the Israelites. Attention to this tradition as the matrix of Christianity and Judaism. Emphasis upon the world views and literary craft of the authors.
Open to all students.

Mr. Brettler

105 (1) (2) Introduction to the New Testament
An exploration of the writings of the New Testament as diverse expressions of early Christianity. Close reading of the texts, with particular emphasis upon the Gospels and the letters of Paul. Treatment of the literary, theological, and historical dimensions of the Christian scriptures, as well as of methods of interpretation, both ancient and modern.
Open to all students.

Mr. Hobbs

107 (1) (2) Crises of Belief in Modern Religion
Religious and antireligious thinkers from the Enlightenment to the present. An examination of the impact of the natural sciences, social theory, psychology, and historical method on traditional religion. Readings in Hume, Darwin, Teilhard de Chardin, Marx, Reinhold Niebuhr, Freud, Tillich, and others.
Open to all students.

Mr. Johnson

108 (1) (2) Introduction to Asian Religions
An introduction to the major religions of India, Tibet, China, and Japan with particular attention to universal questions such as how to overcome the human predicament, how to perceive the ultimate reality, and what is the meaning of death and the end of the world. Materials taken from Islam, Hinduism, Buddhism, Confucianism, Taoism, and Shinto. Comparisons made, when appropriate, with Hebrew and Christian Scriptures. Course is also taught at MIT second semester.
Open to all students.

Mrs. Reynolds

109 (1-2) Elementary Hebrew 2
A systematic introduction to the grammar of the Hebrew language, with attention to oral and written expression. Preparation for the reading of religious texts from all periods. No previous acquaintance with Hebrew assumed.
Open to all students.

Ms. Grumet

110 (2) The Religious Dimension
What is the religious dimension of human life? An introductory comparative exploration of basic themes and patterns of religious experience and expression. Topics include: sacred space and sacred time, the holy in art, myths of creation, rite and sacrament, religious community, evil and suffering, means to spiritual fulfillment. Readings from various religious traditions.
Open to all students.

Mrs. Reynolds

200 (1)* The Gospels
A historical study of each of the four canonical Gospels, and one of the noncanonical Gospels, as distinctive expressions in narrative form of the proclamation concerning Jesus of Nazareth.
Open to all students.

Not offered in 1982-83.

Mr. Hobbs

201 (1)* Jesus of Nazareth
A historical study of the life and teachingof Jesus of Nazareth. Includes use of source, form, and redaction criticism, as methods of historical reconstruction.
Opened to all students.

Not offered in 1982-83.

Mr. Hobbs

202 (1)* Biblical Archaeology
An archaeological approach to the reconstruction of daily life and historical events in the eras of the Hebrew Bible and New Testament, with emphasis upon the period from 1000 B.C. to A.D. 300. Among topics covered are the cities of Jerusalem, Samaria, and Ephesus; the Dead Sea Community, an early Gnostic community in Egypt, and the interrelationship of text and material remains; synagogues and the earliest evidence for church structures. Open to all students.

Not offered in 1982-83.

203 (2)* The Ancient Near East: An Introduction
A discussion of the earliest civilizations which are basic to Western thought, focusing on the cultural history and especially the literature of Egypt, Mesopotamia, Syria, and Canaan. Readings include *Enuma Elish, Gilgamesh*, the *Code of Hammurabi*, the *Baal cycle*, the *Keret* and *Aghat* epics, and various hymns, omens, letters, treaties, chronicles, and royal inscriptions. Closes with a discussion of the relationship of Israel to its environment. Open to all students.

Not offered in 1982-83.

204 (2)* Paul: The Controversies of an Apostle
A study of the emergence of the Christian movement with special emphasis upon those experiences and convictions which determined its distinctive character. Intensive analysis of Paul's thought and the significance of his work in making the transition of Christianity from a Jewish to a Gentile environment.
Open to all students.

Not offered in 1982-83.

Mr. Hobbs

205 (1) Prophecy in Israel
An examination of each prophetic book in the Hebrew Bible (Old Testament), with attention to historical context, literary form, and theology. Among the topics discussed: the affinities of Israelite prophecy with ecstatic experience and divination elsewhere in the ancient Near East; the tension between visionary experience and political reality; the ethics of the prophets and its relationship to Israelite law; conflict between prophets; the role of prayer and intercession; and the application of old oracles to new situations.
Prerequisite: one of the following: 104, 105, 203, and 206.

Not offered in 1982-83.

Mr. Brettler

206 (2) The Book of Psalms: The Faith and the Art of the Biblical Poet
A close reading of the Psalms, with special attention to the relationship of literary form to theological meaning, and to the reconstruction of the original settings of the Psalms in the worship of ancient Israel. Includes readings from elsewhere in the Hebrew Bible (Old Testament) and from related literatures. Some attention to the re-use and interpretation of the Psalter in later Jewish and Christian traditions.
Prerequisite: 104 or 105.

207 (1) New Testament Greek
Special features of *Koine* Greek. Readings and discussions of selected New Testament texts.
Prerequisite: Greek 102 and 103.

Mr. Hobbs

208 (1) Ethics
An inquiry into the nature of values and the methods of moral decision-making. Examination of selected ethical issues including sexism, terrorism, professional morality, nuclear technology, and personal freedom. Introduction to case study and ethical theory as tools for determining moral choices.
Open to all students.

Mr. Marini

209 (1-2) Intermediate Hebrew 2
A rigorous review of Hebrew grammar with readings in biblical and rabbinic texts and modern religious literature. Practice in the development of oral competence.
Prerequisite: 109 or permission of the instructor.

Ms. Grumet, Mr. Brettler

210 (2) Psychology of Religion
An examination of psychological studies of religion including a variety of theoretical perspectives and exercises in contemporary research methods. Readings in authors such as William James, Sigmund Freud, C. G. Jung, Erik Erikson, and Gordon Allport.
Open to all students.

Mr. Johnson

211 (1)* Religion and the Human Life Cycle
A cross-cultural study of the role of religion in the major stages of the life cycle: birth, puberty, marriage, death. Attention given to the rituals that mark these critical episodes and the religious questions they raise. Readings from autobiography, literature, anthropology, psychology, and ritual texts of the major traditions. Opportunity to do field work.
Open to all students.

Not offered in 1982-83.

Mrs. Reynolds

212 (1) "Wisdom" and "Folly" in Acient Israel
A close reading of the books of Proverbs, Job, Qohelet (Ecclesiastes), Esther, the Song of Songs, Ben Sira (Ecclesiasticus), the Wisdom of Solomon, and closesly related texts from the Hebrew Bible, the Apocrypha, and elsewhere in the Ancient Near East. Among the issues to be discussed: the relationships between divine and human wisdom, commandments and values, knowledge and morality; the Hebraic ideals of education; storytelling as a form of teaching; the challenge posed to the justice of god by the suffering of the innocent; the theme of the wise woman and the gullible man; and the interpretation of these books in the Jewish and Christian traditions.
Open to all students.

Mr. Brettler

213 (2) Rabbis, Romans and Archaeology
The development of Judaism from the reign of Alexander the Great to the 7th century C.E. An examination of the constituents of Jewish culture in relation to the major political, social, religious and economic trends of the Hellenistic World and late antiquity. Special attention to the impact of the Christianization of the Roman Empire on Judaism. Attention also to problems of historical reconstruction as reflected in archaeological evidence including papyri, coins, synagogue and funerary art, as well as the writings of the rabbis, church fathers and Roman historians.
Open to all students.

214 (2)* The Jewish Experience
A survey of the history of the Jewish community from the close of the period of the Hebrew Bible to the present. Exploration of the elements of change and continuity within the evolving Jewish community, as it interacted with the larger Greco-Roman world, Islam, Christendom, and post-Enlightenment Europe and America. Consideration given to the central ideas and institutions of the Jewish tradition in historical perspective.
Open to all students.

Ms. Grumet

216 (1)* History of Christian Thought: 100-1400
Good and evil, free will and determinism, orthodoxy and heresy, scripture and tradition, faith and reason, love of God and love of neighbor; issues in Christian thought as addressed by Augustine, Thomas Aquinas, Francis of Assisi, and other shapers of Christianity from its origins through the medieval period. Attention also to popular religious practices; pilgrimages, the cult of saints, asceticism, and mysticism.
Open to all students.

Ms. Elkins

217 (2)* History of Christian Thought: 1400-1800
Free will, revelation, tradition, reason, authority, and the good life as debated by such figures as Luther, Erasmus, Calvin, Ignatius Loyola, Teresa, Radical Reformers, Descartes, Milton, Locke and Rousseau. Attention also to mysticism, witchcraft, and the impact of science and the new World on theology.
Open to all students.

Ms. Elkins

218 (1)* Religion in America
A study of major ideas, institutions, and events in American religions from the colonial period to the present. Introduction to the principal ways Americans have interpreted religious reality and the historical impact of these ideas on society and culture. Readings in central thinkers including the Puritans, Jonathan Edwards, Ralph Waldo Emerson, and Mary Baker Eddy as well as primary sources from Native American, Black, Catholic, Jewish, and Pentecostal traditions.
Open to all students.

Mr. Marini

219 (1)* Religion and Politics in America
A study of religious beliefs, institutions, and symbols in the political culture of the United States. Case studies and theoretical readings in selected topics, including religion and the Constitution, the ideological functions of religion, politics and symbolic drama, religious identity and the electoral process, religious radicalism and political dissent, and civil religion.
Open to all students.

Not offered in 1982-83.

Mr. Marini

220 (2)* Religious Themes in American Fiction
Human nature and destiny, good and evil, love and hate, loyalty and betrayal, salvation and damnation, God and fate as depicted in the novels of Hawthorne, Melville, James, Twain, Hemingway, Faulkner, and others. Reading and discussion of these texts as expressions of religious thought and culture in 19th- and 20th-century America. Offered in alternate years only.
Open to all students.

Not offered in 1982-83.

Mr. Marini

221 (2)* Catholic Studies
Contemporary issues in the Roman Catholic Church, with particular attention to the American situation. Topics include sexual morality, social ethics, spirituality, and modern theology. Readings represent a spectrum of positions and include works by Thomas Merton, Dorothy Day, Flannery O'Connor, Karl Rahner, Hans Küng, and Pope John Paul II.
Open to all students.

Ms. Elkins

222 (1)* Christian Spirituality
The experience and knowledge of God explored through Christian writers of all periods including Paul, Augustine, Thomas à Kempis, Teresa, Bunyan, Pascal, Hammarskjöld, Kazantzakis, Merton, and Nouwen.
Open to all students.

Not offered in 1982-83.

Ms. Elkins

223 (1)* Modern Christian Theology
An examination of those theological positions dominant in the formation of modern theology. Thematic focus: how shall we understand God? The decline of traditional metaphysics and the rise of alternatives such as, morality, the meaning of world history, existential decisions, primary intuitions, or psychological projections. Readings include Kant, Hegel and Kierkegaard, Schleiermacher and Nietzsche, Coleridge and Newman.
Open to all students.

Mr. Johnson

242 (2)* Christianity in the Arts
The Christian tradition as expressed through the arts. Painting, architecture, and liturgy viewed in their theological and historical contexts. Examples include the Catacombs, Byzantine Ravenna, Medieval monasteries and cathedrals, Renaissance Rome and Florence, and Protestant London and New England.
Open to all students.

Not offered in 1982-83.

Ms. Elkins

250 (2)* Primitive Religions
An exploration of religious patterns of non-literate and archaic peoples. Topics include: magic, witchcraft, myth and ritual, the shaman, totemism, taboo, vision quest, peyote cult, revitalization movements. Consideration given to theories of the origins and evolution of religion, and to the concept of "the primitive." Special attention to the religious life of selected Native American societies.
Open to all students.

Not offered in 1982-83.

Mrs. Reynolds

251 (1)* Religion in India
An exploration of Indian religious expression and experience from 2500 B.C. to the present. Concentration on Hinduism, but with consideration of Islam, Buddhism, Christianity, and Judaism as well. Attention to myth, ritual, sacred time and space, cosmology, religious community, and patterns of interaction among traditions. Sources include sacred texts, ethnographies, literature, arts, and symbol systems.
Open to all students.

Not offered in 1982-83.

Mrs. Reynolds

252 (1)* The Islamic Tradition
An exploration of the fundamental patterns of Islamic religious life from its 7th century origins to the present. Topics include: life of the Prophet, articles of belief and practice, pilgrimage, mosque, women in Islam, Sufi mysticism, Islamic revolution, unity and diversity in the Islamic world. Offered at MIT.
Open to all students.

Mrs. Reynolds

253 (2)* Buddhist Thought and Practice
A study of Buddhist views of the human predicament and its solution, using different doctrines and forms of practice from India, Thailand, Tibet, China, and Japan. Topics including Buddha's sermons, Buddhist psychology and cosmology, meditation, bodhisattva career, Tibetan Tantricism, Pure Land, Zen, influence on Western thinkers (e,g., Eliot, Hesse), and adaptation to the West. Offered in alternation with 257.
Open to all students.

Not offered in 1982-83.

Mr. Kodera

254 (1)* Chinese Thought and Religion
Continuity and diversity in the history of Chinese thought and religion from the ancient sage-kings of the third millenium B.C. to Mao. Topics including Confucianism, Taoism, Chinese Buddhism, folk religion and their further developments and interaction. Materials drawn from philosophical and religious works as well as from their cultural manifestations. Offered in alternation with 255.
Open to all students.

Not offered in 1982-83.

Mr. Kodera

255 (2)* Japanese Religion and Culture
Constancy and change in the history of Japanese religious thought and its cultural and literary expressions. A consideration of Japanese indebtedness to, and independence from China, assimilation of the West and preservation of indigenous tradition. Topics including Shinto, Japanese Buddhism and its arts, Neo-Confucianism and nationalism, Christian impact and failure, and modern Japanese thought. Offered in alternation with 254.
Open to all students.

Not offered in 1982-83.

Mr. Kodera

257 (1)* Contemplation and Action
An exploration of the relationship between two dimensions of religious life. Materials drawn from religious and cultural traditions, East and West. Topics include: self-cultivation and responsibility (Confucius), liberation and nonviolence (Mahatma Gandhi), salvation and justice (Martin Luther King). Offered in alternation with 253.
Open to all students.

Not offered in 1982-83.

Mr. Kodera

260 (2)* Eastern Spirituality in the West
An examination of the "new religions" of Asian-origin in America: Transcendental Meditation, Hare Krishna, Divine Light Mission, Dharmadhatu. Topics include: the doctrine, practice, and social organization of the groups; social and theological significance of the "turn East"; relations with other religious traditions.
Open to all students.

Not offered in 1982-83.

Mrs. Reynolds

302 (1) Seminar. Women and Asian Religions
An exploration of the religious lives of women in Indian Buddhism, Hinduism, and Islam. Topics include: ideologies and metaphysics of the feminine and female; status of women in sacred law; rituals women perform; socio-religious status of virgins, wives, mothers, widows, and renunciants.
Prerequisite: one course in Asian religions or permission of the instructor.

Mrs. Reynolds

303 (1)* Asian Mysticism
The sufi, the saint, and the yogi as foci for an exploration of mysticism and techniques of spiritual liberation in Asian religious traditions. Materials and readings from hatha yoga, Hindu and Buddhist tantra, Hindu and Muslim devotional paths.
Prerequisite: one course in Asian religions.

Not offered in 1982-83.

Mrs. Reynolds

304 (1) Seminar. Zen Buddhism
Zen, the long-known yet little-understood tradition, studied with particular attention to its historical and ideological development, meditative practice, and expressions in poetry, painting, and martial arts.
Prerequisite: one course in Asian Religions and permission of the instructor.

Not offered in 1982-83.

Mr. Kodera

305 (2) Seminar. Religion and Asian Literature
A discussion of literature from India, China, and Japan as reflecting the religious, social, and cultural concerns of the people.
Open by permission of the instructor.

Not offered in 1982-83.

Mr. Kodera

306 (2)* The Encounter of the Hebrew Bible and Modern Thought
An examination of the theological assumptions, goals, and implications of some of the major schools of interpretation of the Hebrew Bible (Old Testament) against the backdrop of modern intellectual history. Examples of topics to be explored: the emergence of critical method; historicism; the impact of archaeological discoveries; the history of religious school; the Biblical theology movement; liberation theology; the possibility of the Hebrew Bible as scripture.
Prerequisite: 104 or 105, or by permission of the instructor.

Not offered in 1982-83.

307 (2)* Seminar. The New Testament
An examination of several of the major New Testament Theologies published since World War II, with an eye to discerning both the shared and the divergent theologies within the New Testament itself, and to uncovering the various methodologies for re-presenting them in our time.
Prerequisite: 105 or permission of the instructor.

Mr. Hobbs

314 (1)* Seminar. Theology
Topic for 1981-82: Critical issues in the ongoing Jewish-Christian dialogue. An exploration of the theological issues in contemporary Jewish-Christian relations in their intellectual, societal, and historical contexts. Attention to such topics as: the exclusiveness of Christian salvation claims and the particularism of Jewish identity, the authority of the Law, traditional and secular messianic expectations, and the ecumenical future for Jews and Christians. Readings from Saul of Tarsus/The Apostle Paul to the present.
Prerequisite: one course in Judaism or Christianity, or permission of the instructor

Not offered in 1982-83.

Mr. Johnson

315 (2) Seminar. Theology
An examination of the theology and life of Paul Tillich. Focus on themes such as: Tillich's fusion of ontology and Christian faith; his borrowings from existentialism, psychoanalysis, and Marxism; and the intersection of his life history with world historical events. Readings of selected writings by Tillich and his biographers, including his wife, Hannah.
Prerequisite: one course in Western religion or philosophy.

Mr. Johnson

316 (2)* Seminar. Ethics
An intensive study of an ethical issue or a set of related issues with readings in relevant source materials.
Prerequisite: 208.

Not offered in 1982-83.

Mr. Marini

317 (2)* Religion and the Social Sciences
The use of social scientific methods (psychological sociological, and anthropological) in the study of religious communities. Readings in theoretical texts and exercises in current research methods. Offered in alternation with 314.
Prerequisite: 210, or 211, or Anthropology 104, or Sociology 102.

Not offered in 1982-83.

Mr. Johnson

318 (2)* Seminar in American Religions
Topic for 1982-83: The Evangelicals. An examination of Evangelical Protestantism in American culture from the Great Awakening of 1736-1745 to the Revival of the 1970s. Multidimensional approach integrating the beliefs, institutions, mission, worship, religious literature, and political acitivities of the movement.
Prerequisite: one Grade II course in American religion, history, or literature; or permission of the instructor.

Mr. Marini

325 (1) Seminar. Judaism: The Holocaust
An examination of the origins, character, course, and consequences of Nazi anti-Semitism during the Third Reich.
Prerequisite: a course in one of the following: Judaism, modern European history, modern political theory, or permission of the instructor.
Ms. Grumet

350 (1) (2) Research or Individual Study 1 or 2
Open to juniors and seniors by permission.

370 (1-2) Thesis 2 to 4
Open only to honors candidates.

CROSS-LISTED COURSES

Black Studies 320 (1)
Black Institutions
For description and prerequisite see Black Studies 320.

History 233 (1)
Renaissance Italy
For description and prerequisite see History 233.

History 339 (1)
Seminar. American Jewish History
For description and prerequisite see History 339.

Sociology 212 (2)
Sociology of Religion
For description and prerequisite see Sociology 212.

DIRECTIONS FOR ELECTION

In a liberal arts college, the study of religion constitutes an integral part of the humanities and social sciences. Recognizing religion as an elemental expression of human life and culture, past and present, the department offers courses in the major religious traditions of the East and the West. These courses examine both the individual and the collective dimensions of religion and approach their subject from a variety of perspectives including historical and textual, theological and social scientific.

The total program of the major is designed around the principles of breadth and depth. To promote breadth, majors shall complete one course in each of three groups: Biblical, Western, and Asian. To insure depth, majors shall concentrate in a special field of interest. The structure of this concentration shall be determined in consultation with the advisor.

In individual cases, studies in the original language of religious traditions may be especially valuable. Hebrew and New Testament Greek are available in this department. Relgion 109, Elementary Hebrew, cannot be credited towards the department major. However, both Religion 209, Intermediate Hebrew; and Religion 207, New Testament Greek; can be credited towards the major. Latin and Chinese are available elsewhere in the College. Majors interested in pursuing language study should consult their advisors to determine the appropriateness of such work for their programs.

Russian

Professor:
Lynch [A], *Bones (Chairman)*
Associate Professor:
Kostich

Instructor:
Chester [P]

100 (1-2) Elementary Russian 2
Grammar: oral and written exercises; reading of short stories; special emphasis on oral expression; weekly language laboratory assignments. Three periods.
Open to all students.

Ms. Chester

200 (1-2) Intermediate Russian 2
Conversation, composition, reading, review of grammar. Three periods.
Prerequisite: 100 or the equivalent.

Mrs. Bones

201 (2) Russian Literature in Translation I
Russian literature from its beginnings to the middle of the 19th century. The focus of the course is on the major prose of the first half of the 19th century. The authors to be considered include Pushkin, Lermontov, Gogol, Goncharov, Turgenev, and Dostoevsky.
Open to all students.

Mrs. Bones

202 (2) Russian Literature in Translation II
Russian literature from the second part of the 19th century to the present with emphasis on the works of Tolstoy, Chekhov, Sologub, and such Soviet writers as Babel, Olesha, Bulgakov, and Solzhenitsyn.
Open to all students.

Not offered in 1982-83.

Offered in 1983-84.

205 (2)* Intermediate Conversational Russian
Practice in conversation and writing to increase fluency and accuracy in the use of idiomatic Russian. A variety of materials such as newspapers, periodicals, tapes, and films will be used in the course. Regular use of language laboratory.
Prerequisite or corequisite: 200 or permission of the instructor.

Not offered in 1982-83.

Mrs. Bones

225 (1) Soviet Film 1917-1980 (in English)
The history of Soviet film, Lenin's "most important art." Close analysis of several films with extensive reading in film history and theory, interrelation with other arts (literature and painting). Main genres to be examined: documentary, historical re-creation, social drama, adaptation from literary sources.
Open to all students.

Not offered in 1982-83.

248 (1)* Experience Transfigured: The Interrelation of the Artist's Personal and Creative Life (in English)
Explores relations of author's biography and literary art in Russian literature from 1917 to the present. Readings include memoirs, letters, fiction, and poetry of Pasternak, Mandelstam, Mayakovsky, Akhmatova, Tsvetaeva, Nabokov, and others. Some readings in the original for Russian majors.
Open to all students.

Ms. Chester

249 (1)* Language
General laws of phonology, syntax, and grammatical categories. History, theory, and logic of language and their application to Russian and the problems of English-Russian translation.
Prerequisite or corequisite: 200 or permission of the instructor.

Not offered in 1982-83.

Mrs. Lynch

Offered in 1983-84.

300 (1-2) Advanced Russian 1 or 2
The structure of modern Russian. Extensive reading of literary and historical works. Weekly written and oral reports on selected topics. Two periods and weekly laboratory assignments.
Prerequisite: 200.

The Staff

311 (1)* Russian Literature From Its Beginnings up to Pushkin
Byzantine, Western, and folk influences in the chronicles and epics of the Kievan and Moscovite periods. Reading of the *Igor Tale*, selections from *Primary Chronicle, Zadonshchina*; and works of Ivan IV, Avvacum, Lomonosov, Derzhavin, Radishchev.
Prerequisite or corequisite: 300.

Not offered in 1982-83.

Ms. Chester

Offered in 1983-84.

317 (2)* Russian Writers Today: Emigré and Soviet
Prerequisite or corequisite: 300.

Not offered in 1982-83.

318 (2)* The Silver Age of Russian Poetry
A critical study of major poets in Russia at the beginning of the 20th century. Emphasis given to Symbolists, Acmeists, and Futurists. Poetry reading in class followed by close analysis.
Prerequisite of corequisite: 300.

Mr. Kostich

320 (2)* Seminar

Not offfered in 1982-83.

Mrs. Lynch

Offered in 1983-84.

349 (1)* The Writer in a Censored Society: His Literary and Nonliterary Roles
Topic for 1982-83: Chekhow: His concept of freedom. An examination of selected prose, plays, and correspondence.
Prerequisite or corequisite: 300.

Mrs. Bones

350 (1) (2) Research or Individual Study 1 or 2
Open by permission to qualified students.

370 (1-2) Thesis 2 to 4
Open only to honors candidates.

DIRECTIONS FOR ELECTION

Course 100 is counted toward the degree but not toward the major. Courses 201 and 202 are counted toward the distribution requirements in Group A and are strongly recommended to students who intend to major in Russian. However, only one of them may count toward the major. A major in Russian is expected to elect 248, 249 or 205 in conjunction with 200, as well as three Grade III courses beyond Russian 300.

Students majoring in Russian should consult the chairman of the department early in the college career, as should students interested in an individual major which includes Russian.

History 246 and 247 are recommended as related work.

The study of at least one other modern and/or classical language is strongly recommended for those wishing to do graduate work in Slavic languages and literatures.

Attention is called to Art 222 (1) and 319 (1) and Music 216 (2) and 323 (2).

Sociology

Professor:
Berger (Chairman)

Assistant Professor:
Anderson-Khleif, Cuba, Imber, Silbey

Instructor:
Ewick P, *Wortham* P

102 (1) (2) Sociological Perspective
Introduction to the sociological perspective; its principal concepts, theories; its methodologies of examining human social behavior in relation to social institutions. The interconnection between the "micro" world of the individual and the "macro" world of social institutions.
Open to all students.

The Staff

103 (2) American Society
How the experience of being "American" has changed during the past century, from our agrarian roots to the foundations of the corporate state. Readings in local community studies and in social reports from de Tocqueville to the present which analyze American society in terms of an ideology of equal opportunity. Attention to populism, racial and class conflict, and social reform within the context of American Pragmatism.
Open to all students.

Not offered in 1982-83.

Mrs. Silbey, Mr. Cuba, Mr. Imber

111 (1) Family Sociology
The study of transition or change in the family system. Emphasis on the contemporary U.S. family but includes comparative material. Scandinavian family, Israeli kibbutz family, Middle East extended family, and Dutch family discussed as cross-cultural models for change. Topics include dating, family and work roles, marital relationships, contacts with kin, divorce, and single-parent families, singlehood, and alternative family forms.
Open to all students.

Mrs. Anderson-Khleif

120 (1) Urban Sociology
A survey of theoretical perspectives which social scientists have used in their analyses of city life. This course explores the metaphorical images as well as the historical realities associated with the development of urban areas and reviews several contemporary investigations which follow from classic works on the city. Boston is used as a laboratory for course assignments requiring field work.
Open to all students.

Mr. Cuba

129 (2)* Sociology of Work and Occupations
Study of representative work and occupational experiences ranging from blue-collar jobs to the professions. The nature of work in traditional and in contemporary societies. Socialization to work roles; the process of professionalization; work careers; and other topics.
Open to all students.

Not offered in 1982-83.

The Staff

138 (2) Deviant Behavior
Why are some behaviors and some people considered 'deviant' while others are not? This introductory level course examines several theoretical perspectives of social deviance which offer different answers to this question. It focuses on deviance as an interactive process through an exploration of the way in which people enter deviant worlds, how others respond to their deviance, and how deviants cope with these responses.
Open to all students.

Mr. Cuba

200 (1) Sociological Theory
Sytematic analysis of the intellectual roots and the development of major sociological themes and theoretical positions from the Enlightenment to the present.
Prerequisite: 102 and one Grade I unit.

Mrs. Berger, Mr. Imber

201 (1) Social Statistics
An introduction to the use of statistics in the social sciences. Both descriptive and inferential statistics are presented as ways of organizing data for the development and testing of hypotheses and as a guide to understanding social science research. Provides the necessary background for 302. Open to all students.

Mr. Cuba

207 (1) Criminology
Systematic examination of the meaning of crime and reactions to crime. Topics include: theories regarding the causes of crime, nature and origins of criminal laws, extent and distribution of criminal behavior, societal reaction to crime through the criminal justice system, penology and corrections. Attention to the relationship among crime, punishment and justice.
Prerequisite: 102 or by permission of the instructor.

Not offered in 1982-83.

Mr. Cuba, Mrs. Silbey

208 (1)* Demography
The analysis of population composition and change. Differential fertility, mortality, and migration of sociocultural groups are examined with reference to population theory and national policies. Attention is also given to urbanization, overpopulation, and environmental limits.
Prerequisite: one Grade I unit or by permission of the instructor.

Not offered in 1982-83.

The Staff

209 (2) Social Stratification
The concept of social stratification is the core concept of sociology. It describes the differences among individuals and among institutions. The course examines indicators of social mobility, of social class and implications of race, sex, ethnicity for one's social standing and prestige. Dimensions of stratification will be analyzed at the community, national and international levels.
Prerequisite: 102 or by permission of the instructor.

Mr. Imber, The Staff

212 (2)* Sociology of Religion
Examination of the social dimensions of religion and the institutional interrelationship between religion and society. Sociological theories of religion, religious organization and behavior, religion and social change, and the processes of institutionalization and secularization. Special attention will be given to religion in America with wide use of comparative materials.
Prerequisite: 102 or one Grade I unit.

Mrs. Berger, Mr. Imber

213 (2) Law and Society
Study of a day in court and underlying factors that lead to lawful behavior. Study of legal reasoning, types of law and legal systems, and relationship of law to social class and social change. Emphasis upon the profession and practice of law including legal education, stratification within the bar, and the politics of legal services.
Prerequisite: 102 or by permission of the instructor.

Mrs. Silbey

215 (2) Sociology of Culture
Systematic analysis of the constitutive elements of contemporary culture; their impact on individual and society alike. The role of science, technology, bureaucracy, government and the mass media; questions of autonomy, rationality and irrationality, the theme of abstraction and the spirit of protest.
Prerequisite: same as for 201.

Not offered in 1982-83.

Mr. Imber

217 (1) Power: Social, Personal and Institutional Dimensions
The study of power extends far beyond formal politics or the use of overt force into the operation of every institution and every life: how we are influenced in subtle ways by the people around us, who makes controlling decisions in the family, how people get ahead at work, whether democratic governments, in fact, reflect the "will of the people." This course explores some of the major theoretical issues involving power (including the nature of dominant and subordinate relationships, types of legitimate authority) and examines how power operates in a variety of social settings: relations among men and women, the family, the community, the corporation, the government, cooperatives and communes.
Open to sophomores, juniors, and seniors without prerequisite.

Mrs. Silbey, Mr. Cuba (team-taught)

224 (2)* Political Sociology and Social Movements
Analysis of the social basis of power and political action in modern societies. How does one's socially structured position influence political behavior, and is political action rooted in ideological structures or material conditions? Special attention given to the relationship between the "ways of being political" and structures of power and authority. Analysis of revolutions, political movements, as well as ordinary citizen activities.
Prerequisite: 102 or by permission of the instructor.
Mrs. Silbey

229 (1) Organizations and Organizational Behavior
How do organizations operate? Why do people act the way they do inside organizational settings? Analysis of organizational structure, processes, and behavior. Topics include organizational roles, managerial ideologies, the individual in the organization, power, communication, effectiveness, decision making, conflict, recruitment, mobility, fast-tracking, risk taking, initiative, flexibility and rigidity in organizational structure, and organizational change.
Prerequisite: 102 or by permission of the instructor.
Mrs. Anderson-Khleif

231 (2) Society and Self
How can the individual be at once cause and consequence of society? Not only is the person a social product, but s/he is also clearly unique, and in turn helps shape and modify society. This course is concerned with the relationship between the individual and society, and the behavior of persons in groups. Ways in which groups and institutions aid or inhibit individual experience will be discussed.
Prerequisite: 102 or by permission of the instructor.
Mrs. Berger, The Staff

300 (2)* Senior Seminar. Sociological Theory and the Sociology of Knowledge
Analysis of topics in *contemporary* sociological theory. Topic for 1982-83: Sociology of Intellectuals. The relationships between thought and society; fundamental approaches to the critical analytical modes in the sociology of knowledge. The course will consider contributions from European and American sources. Focus varies with the instructor.
Prerequisite: 200 and one other Grade II course or by permission of the instructor.
Mrs. Berger, Mr. Imber, Ms. Wortham

302 (2) Research Methods
An examination of the logic of survey analysis, from the development of hypotheses and construction of a survey instrument to the analysis and reporting of results. Emphasis is on field research experience; class participants work collectively on the design and implementation of a research project of their choice.
Prerequisite: 201 or by permission of the instructor.
Mr. Cuba

311 (2) Seminar. Family Studies
Topic for 1982-83: The Family, the State and Social Policy. Analysis of problems facing the contemporary U.S. family and potential policy directions. Discussion of the social meaning of income and the quality of family life. Emphasis on welfare, housing, the impact of work on family relations, day care, the elderly, the working poor, and delivery of services to families with special needs. Sweden studied as a comparative model for family policy.
Prerequisite: one Grade II course, or permission of the instructor.
Mrs. Anderson-Khleif

314 (2) Medical Sociology
Definition, incidence and treatment of health disorders. Topics include: differential availability of health care; social organization of health delivery systems; role behavior of patients, professional staff and others; attitudes toward terminally ill and dying; movements for alternative health care.
Prerequisite: one Grade II unit or by permission of the instructor.
Mr. Imber

320 (1) Seminar. Community Studies
Analysis of the structures and processes found in modern communities. Intensive research power structures, patterns of residential neighboring, and forms of participation.
Prerequisite: one Grade II unit or by permission of the instructor.
Not offered in 1982-83.
Mr. Cuba

324 (2) Seminar. Social Change
Examination of theories of social change and the emergence of modern paradigms of social change. Analysis of the impact of change upon selected social institutions such as the polity, economy, family, the stratificational system. Social-psychological dimensions of change. The processes of rationalization and bureaucratization.
Prerequisite: two Grade II courses or permission of the instructor.

Mrs. Berger

325 (1) Science, Technology and Society
An examination of the social conditions of scientific development and controversy, and the links among scientific work, technological development and everyday life. Topics include: the interrelation of science, government and industry; sociobiology and IQ debates; the politics of science education and the ethics of science research.
Prerequisite: 102 or by permission of the instructor.

Mr. Imber

329 (2) Internship Seminar in Organizations
To observe operations and behavior in a range of business, medical, government, law, media, urban planning, and social service organizations. Selected topics in theory and research including organizational development, group-to-group interface, incentive systems, job satisfactions, organizations and environment, organizational design, coalitions and cliques, information systems, standard operating procedures, and management roles.
Prerequisite: one Grade II course or by permission of the instructor. 229 is recommended.

Mrs. Anderson-Khleif

338 (2) Seminar. Topics in Deviance, Law and Social Control
Topic for 1982-83: Sociological Perspectives on Regulation. Application of sociological concepts and methods to the central issues surrounding public regulation with special attention to the case of consumer protection: historical and moral foundations of the market economy, political demands for and legal mandates prescribing regulation, patterns of implementation through bureaucracy, and the rise of the "new class." This course will address the criteria which measure regulatory success or failure, the meaning of rational implementation, and the role played by discretion in administration and implementation.
Prerequisite: one Grade II unit or by permission of the instructor.

Mrs. Silbey

350 (1) (2) Research or Individual Study 1 or 2
Open by permission to juniors and seniors.

370 (1-2) Thesis 2 to 4
Open only to honors candidates.

CROSS-LISTED COURSES

Anthropology 210 (2)
Racial and Ethnic Minorities
For description and prerequisite see Anthropology 210.

Education 216 (2)
Education, Society, and Social Policy
For description and prerequisite see Education 216.

Extradepartmental 222
Women in Contemporary Society
For description and prerequisite see Extradepartmental 222.

DIRECTIONS FOR ELECTION

Sociology as a discipline has a three-pronged approach: (a) on a general level, it is concerned with patterns of human interaction, the role of values, and the social construction of reality; (b) on a more specific level, it studies systematically those relations which have come to assume discrete forms such as family, law, religion; (c) on the methodological level, it explores approaches and techniques of social research and the scientific principles on which these techniques are grounded. Sociology is concerned with making empirically valid observations and statements which allow for a fuller and realistic understanding of the totality of social life.

A sociology major must include: Sociology 200, 201, and 302 taken at Wellesley. Permission to take these courses elsewhere must be obtained in advance from the department chairman. The department discourages a minimum major with only two Grade III level courses. Students are encouraged to explore the full range of disciplines in the liberal arts, and should consult a faculty member to select courses each term and to plan a course of study over several years.

The Sociology Complement is offered for students who wish to develop analytical skills and who seek to acquire a supplementary perspective that is informed by the sociological frame-of-reference and empirically available data. The Complement consists of Sociology 102, 200, 209 and two other sociology courses selected with the advice of a department member. A student wishing to add the Sociology Complement to the major in another field should consult a faculty advisor in sociology.

Spanish

Professor:
Lovett

Associate Professor:
Gascón-Vera (Chairman), Roses

Assistant Professor:
Villanueva, Agosín

Instructor:
Levy P, Benítez

Lecturer:
Renjilian-Burgy

Courses of the department are normally conducted in Spanish; oral expression is stressed.

The department reserves the right to place new students in the courses for which they seem best prepared regardless of the number of units they have offered for admission.

Qualified students may be recommended to spend the junior year in a Spanish-speaking country, either with the PRESHCO Consortium Program of Hispanic Studies in Córdoba, Spain, or a non-Wellesley program. See p. 40.

100 (1-2) Elementary Spanish 2
Introduction to spoken and written Spanish; stress on audio-lingual approach through directed conversation. Extensive and varied drills. Oral presentations. Language laboratory exercises. Three periods.
Open to students who do not present Spanish for admission.

The Staff

102 (1-2) Intermediate Spanish 2
Intensive review of grammar and language skills through practice in the classroom and with language laboratory exercises. Readings by contemporary Spanish and Spanish American writers. Emphasis on vocabulary building and oral and written expression. Three periods.
Prerequisite: two admission units in Spanish or 100.

The Staff

103 (1-2) Intensive Spanish 3
First semester: Concentrated introduction to spoken Spanish. Constant oral-aural practice, in class and in the language laboratory, builds an active facility with linguistic structures. Intensive vocabulary building through visual presentations, dramatizations, and short readings. Second semester: Increased emphasis on writing and on the reading of literary texts. Continued use of the audio-lingual method develops accuracy and fluency with the spoken language. Five periods per week.
Open by permission of the instructor to students who do not present Spanish for admission.

Not offered in 1982-83.

201 (1) (2) Oral and Written Communication
Practice in conversation and writing to increase fluency and accuracy in the use of idiomatic Spanish. Through frequent oral presentations and the use of audio- and videotapes, students develop their ability to use Spanish comfortably in various situations.
Prerequisite: 102, 103, [199] or [200] or four admission units or permission of the instructor.

The Staff

202 (2) Linguistic and Literary Skills
A course to serve as a transition between language study and literary analysis; speaking and writing organized around interpretations of works by contemporary Hispanic authors; creative writing; a review, at the advanced level, of selected problems in Spanish grammar. Two periods.
Open to students presenting three admission units, 102, 103, or 201.

Ms. Renjilian-Burgy

203 (2)* Modern Spanish Literature
The search for identity in Spain 1898-1936. Dominant themes and innovations in such authors as Unamuno, Valle Inclán, Baroja, A. Machado, Azorín and Ortega y Gasset. Offered in alternation with 204.
Prerequisite: [199], [200], 201 or 202 or permission of the instructor.

Ms. Gascón-Vera

204 (1) Censorship and Creativity in Spain 1936-1982
From 1936 to the present day. The struggle for self-expression in Franco's Spain and the transition from dictatorship to democracy. A study of the literary styles and accomplishments of contemporary authors: Miguel Hernández, Cela, Goytisolo, Gabriel Celaya, Martín Santos, and Blas de Otero. Offered in alternation with 203.
Prerequisite: same as for 203.

Not offered in 1982-83.

205 (1)* Freedom and Repression in Spanish American Literature
An introduction to the literature of the Spanish American countries with special focus on the tension between literary expression and the limiting forces of authoritarianism. The constant struggle between the writer and society and the outcome of that struggle will be examined and discussed. Close reading of poetry, chronicles, essay and drama. El Inca Garcilaso, Sor Juana de la Cruz, Rubén Darío, Gabriela Mistral, Pablo Neruda, Octavio Paz. Offered in alternation with 209.
Prerequisite: same as for 203.

Not offered in 1982-83.

Ms. Roses

206 (1) The Spirit of Spain in Its Literature
Intensive study of masterpieces that establish Spanish identity and create the myths that Spain has given to the world. *Poema del Cid, La Celestina, Lazarillo de Tormes, El burlador de Sevilla* (Don Juan); Garcilaso, Fray Luis de León, Cervantes, Lope de Vega, Calderón.
Prerequisite: same as for 203.

Ms. Renjilian-Burgy

207 (2) The Struggle of the Two Spains in Literature
From the virtue-extolling *El sí de las niñas* by Moratín through the turbulent works of the emotion-prone Romantics Rivas, Espronceda, and Bécquer, and the biting satire of Larra, to the realistic novel of Pérez Galdós.
Prerequisite: same as for 203.

Not offered in 1982-83.

Mr. Lovett

208 (2) Nineteenth Century Spanish Society as Seen by the Novelist
The masters of 19th-century peninsular prose studied through such classic novels as *Pepita Jiménez* by Juan Valera, *Miau* by Pérez Galdós, *Los pazos de Ulloa* by the Countess Pardo Bazán and *La Barraca* by Blasco Ibánez. Discussions. Student interpretation.
Prerequisite: same as for 203.

Not offered in 1982-83.

Mr. Lovett

209 (1) The Spanish American Short Narrative
The realistic and fantastic short stories of contemporary Spanish America. Special emphasis on women writers. In-depth analysis of the masters Quiroga, Borges, Cortázar, Rulfo, and García Márquez. Offered in alternation with 205.
Prerequisite: same as for 203.

Ms. Roses

210 (2)* Chicano Literature: From the Chronicles to the Present
A survey of the major works of Chicano literature in the United States in the context of the Hispanic and American literary traditions. A study of the chronicles from Cabeza de Vaca to Padre Junípero Serra and 19th-century musical forms such as *corridos*. A critical analysis of the themes and styles of the contemporary renaissance in the light of each author's literary values: Luis Valdéz, Alberto Urista, José Montoya, Rodolfo Anaya.
Prerequisite: same as for 203.

Not offered in 1982-83.

Mr. Villanueva

211 (2) Living Women Writers of Spain, 1970-1981
A selection of readings—novels, poetry, essays, theatre—by Spanish women writers of the 1970s and 1980s. Carmen Martín Gaite, Rosa Montero, Ester Tusquets, Mercé Rodoreda, Carmen Conde. A close study of the development of their feminist consciousness and their response to the changing world around them.
Prerequisite: same as for 203.

Not offered in 1982-83.

Ms. Gascón-Vera

212 (2) The Word and The Song: Contemporary Latin America Today
The study of the themes and voices of Latin American poetry as they appear in the written work and the oral tradition of the folk song. Special emphasis will be on Neruda, Vallejo, Paz, Peri-Rossi, Belli, Dalton.
Prerequisite: same as for 203.

Ms. Agosín

215 (1) Spanish Practicum
Students are placed with various Hispanic organizations in the Boston area to increase their fluency in Spanish through personal and continued contact with the language. Classroom seminars, Hispanic guest lecturers, and films in Spanish complement the students' internship experiences. Readings by Oscar Lewis, Babín, Maldonado Denis, and others.
Prerequisite: personal interview with the instructor to establish adequate language skill.

Ms. Levy

228 (2)* Latin American Literature: Fantasy and Revolution
The interrelation between aesthetic and sociopolitical problems in the works of contemporary Latin American writers, as seen by García Márquez, Cortázar, Paz, Donoso, and Neruda. Special attention will be given to the imaginative vision of Jorge Luis Borges.
Open to all students except those who have taken Spanish 306 and 307.

Ms. Roses

260 (1)* History of Latin America
The political, social, economic, and cultural evolution of the Latin American world from colonial days to the present. Emphasis on colonial institutions and their relations to historical developments in the Iberian peninsula and on the fundamental problems, especially in certain key countries, of modern and contemporary Latin America.
Open to qualified freshmen and sophomores, to sophomores who have had a course in history or art history, and to juniors and seniors without prerequisite.

Ms. Roses

261 (1)* History of Spain
From the epic struggle between Moors and Christians for the control of the Iberian Peninsula, through the centuries of imperial Spain, to modern Spain with its split between liberals and conservatives, a split which explodes into the apocalyptic Civil War of 1936-39, the history of Spain is explored through readings, lectures, and discussions. The course ends with the study of the Franco dictatorship (1939-75) and post-Franco Spain.
Prerequisite: same as for 260.

Not offered in 1982-83.

Mr. Lovett

301 (2)* Honor, Monarchy and Religion in the Golden Age Drama
The characteristics of the Spanish drama of the Golden Age. Analysis of ideals love, honor, and religion as revealed in the drama. Representative masterpieces of Lope de Vega, Guillén de Castro and Ruíz de Alarcón, Tirso de Molina, Calderón.
Offered in alternation with 302.
Open to juniors and seniors who have taken two Grade II units including one unit in literature.

Not offered in 1982-83.

Mr. Lovett

302 (2)* Cervantes
A close reading of the *Quijote* with particular emphasis on Cervantes' invention of the novel form: creation of character, comic genius, hero versus anti-hero; levels of reality and fantasy, history versus fiction. Offered in alternation with 301.
Prerequisite: same as for 301.

Ms. Gascón-Vera

306 (1) Arts and Letters of Contemporary Mexico
Study of the fiction, poetry and essay in Mexico within the context of the interrelationship of the arts from the Revolution of 1910 to the present. Authors read to include Vasconcelos, Rulfo, Fuentes, Paz, Usigli, Revueltas, Gorostiza, Villaurrutia, Carballido, Garro, Saínz.
Prerequisite: same as for 301.

Not offered in 1982-83.

Ms. Roses

307 (2) The New Novel of Latin America
Analysis and discussion of major Latin American novels from the 1960s and 1970s. Special topics will be social conflict in the novel, estheticism vs. engagement, literature as a critique of values and a search for identity. Works by Onetti, Cortázar, Fuentes, Rulfo, Carpentier, Donoso, García Márquez.
Prerequisite: same as for 301.

Ms. Roses

310 (1) Seminar. Avantgarde Poetry of Spain
A study of the major poets of the generation of 1927. In-depth study of poets García Lorca, Guillén, Salinas, Aleixandre, Miguel Hernández, and Alberti.
Prerequisite: same as for 301.

Mr. Villanueva

350 (1) (2) Research or Individual Study 1 or 2
Open by permission, or to seniors who have taken two Grade III units in the department.

370 (1-2) Thesis 2 to 4
Open only to honors candidates.

DIRECTIONS FOR ELECTION

Course 100 is counted toward the degree but not toward the major.

Students who begin with 100 in college and who wish to major should consult the chairman in the second semester of their freshman year.

Students may choose to major either in Peninsular or Latin American literature or an approved combination of the two. The Peninsular major should ordinarily include 201 or 202, 203 or 204, 206, 207 or 208, 301, 302, either 205 or 307, and at least one additional unit of Grade III literature in Spanish. The Latin American major should ordinarily include 201 or 202, 205, 209, 210 or 211, 306, 307, 206 or 302, and at least one additional unit of Grade III literature in Spanish. History 260 is recommended for the Latin American major; History 261 is recommended for the Peninsular major.

Individually planned majors in Latin American studies, which combine language and literature courses with a program of history, anthropology, political science, and economics courses, are encouraged.

Students who have completed at least Spanish 201 or equivalent may apply to Wellesley's "Programa de Estudios Hispánicos en Córdoba" (PRESHCO).

Theatre Studies

Professor:
Barstow (Chairman)

Lecturer:
Levenson P

203 (2) Plays, Production, and Performance
The produced play considered as originally the creation of the dramatist but brought to completion in performance through the creative collaboration of producers, directors, designers, and actors. Open to all students.

Mr. Barstow

205 (1)* Acting and Scene Study
Study of the performed scene as the basic building-block of playwright, director, and actor. Scenes from significant plays and scenes written for the course regularly rehearsed and performed for class criticism.
Prerequisite: 203 or permission of the instructor.

Not offered in 1982-83.

Mr. Barstow

Offered in 1983-84.

206 (2)* Design for the Theatre
Study of the designer's function in the production process through development of scale models of theatrical environments for specific plays. The models are evaluated in a series of juried critiques focusing on performance as a realization of the analytical interpretation of each play. Offered in alternation with 209.
Prerequisite: same as for 205. Majors are encouraged to take Art 100 and one or more of the following before taking 206: Art 105, 108, 209, 210.

Mr. Levenson

208 (1)* Contemporary Theatre
Late 20th-century dramatists and production styles; plays, producers, designers, and actors significant in the development of contemporary theatre.
Prerequisite: 203 or permission of the instructor. Open to juniors and seniors without prerequisite.

Mr. Barstow

209 (2)* Seminar. The Design of Lighting for Theatrical Production
Theory and technique of the lighting of performance as a major artistic component of theatrical production. Emphasis is on developing the analytical, organizational and technical skills necessary to the lighting designer. Offered in alternation with 206.
Prerequisite: same as for 205.

Not offered in 1982-83.

Mr. Levenson

210 (1-2)* History of the Theatre 1 or 2
Study of theatre structures, crafts, and practices with emphasis on acting and production styles as these relate to major developments in dramatic literature. One unit of credit may be given for either semester by permission of the instructor.
Prerequisite: same as for 205.

Mr. Barstow

212 (2)* Images of Women in the Drama
Study of specific examples of the representation of women on the dramatic stage during various eras in a variety of cultures, focusing on what a public and popular art says and implies about women: their "nature," their roles, their place in the society reflected, their options for individuality and for activity affecting others, etc.
Prerequisite: 203 or permission of the instructor. Open to majors in Women's Studies without prerequisite.

Mr. Barstow

215 (1)* Shakespeare in the Theatre
Study of production of Shakespeare's plays in the theatre; particular attention to Elizabethan stagecraft and to contemporary production styles; emphasis on acting and directing. Reports, and scenes performed for class criticism.
Prerequisite: 203, and English 112, [215], or 223 or 224 or [305] or [306].

Not offered in 1982-83.

Mr. Barstow

235 (1) Looking at Ballet
A history of ballet from the Romantic ballet of the 1830s to the present. Analysis of ballets by such choreographers as Petipa, Balanchine, and Ashton. There will be filmed and taped materials each week, along with lecture and discussion. When possible, lectures will be supplemented by field trips to dance performances in the Boston area.
Open to all students.

Not offered in 1982-83.

Mrs. Temin

Offered in 1983-84.

236 (2) Looking at Modern Dance
An analysis of modern dance focusing on what makes it "modern" and how it differs from ballet. Modern dance choreographers from Isadora Duncan and Ruth St. Denis to Martha Graham, Doris Humphrey, Paul Taylor, Merce Cunningham, and Twyla Tharp will be discussed. Frequent films and videotapes of modern dance will be supplemented when possible by field trips to dance performances in the Boston area.
Open to all students.

Mrs. Temin

350 (1) (2) Research or Individual Study 1 or 2
Open by permission to qualified students.

DIRECTIONS FOR ELECTION

A student who wishes to pursue an interest in theatre should consult the chairman of theatre studies about course selection which will emphasize dramatic literature in English and foreign languages together with the history and philosophy of art and music.

A student who is interested in an individual major in theatre studies should see Interdepartmental Majors.

Extradepartmental

The following section includes several separate courses of interest to students in various disciplines.

* Course may be elected to fulfill in part the distribution requirement in Group A

*** Course may be elected to fulfill in part the distribution requirement in Group B^1 or B^2 as designated.

**** Course may be elected to fulfill in part the distribution requirement in Group C

Extradepartmental Courses

100 (2) Tutorial In Expository Writing
An individual tutorial in writing, taught by juniors and seniors from a variety of academic departments. Requirements for the course include completion of weekly assignments in writing and revising; occasional reading assignments; weekly conferences with a student tutor; occasional conferences with faculty advisor.
Open by permission of the class dean.

Mrs. Stubbs

106 (2) Introduction to Chinese Culture
An inquiry into the patterns and themes of China's culture by examining its history, philosophy, religion, literature, art and science. Particular themes will be explored through a series of historical topics. The patterns we will look for should help us answer questions such as: why did the Chinese Empire continue to exist for four millenia? why did Chinese philosophy develop in the direction of Maoist ideology? Classes in English.
Open to all students without prerequisite.

Mr. Van Zoeren

112 (2)** Evolution: Change Through Time**
Study of the concepts of evolution in the physical and biological world and their impact on man's view of himself, his place in nature, and his expectations for future change. Evidence for origins and change in the universe, the earth, and life forms. Consideration of the historical development of evolutionary concepts will provide the opportunity to examine the manner in which scientific concepts are formulated, revised, and restated; what it means to be "objective" in science; and the degree to which preconceived ideas affect what we observe, record, and accept in science. Two periods for lecture and a 3-period demonstration section. Meets the Group C distribution requirement as a nonlaboratory unit but does not count toward the minimum major in any Group C department.
Open to freshmen and sophomores; to juniors and seniors by permission.

Miss Webster, Miss Widmayer

114 (1)*^{2} Introduction to Linguistics**
Designed to familiarize the student with some of the essential concepts of language description. Suitable problem sets in English and in other languages will provide opportunities to study the basic systems of language organization. Changes in linguistic methodology over the last century will also be discussed.
Open to all students.

Ms. Levitt

119 (2)* History of Science: Scientific Ideas and World Views
A course designed for students whose technical knowledge of science is limited, but who wish nevertheless to examine some of the scientific ideas which have shaped man's ideas of himself and his universe. Films from Jacob Bronowski's *Ascent of Man* series will provide a perspective for examining the contributions of such scientists as Newton, Darwin, and Einstein to the science of their time as well as to our own. Critical evaluation of the portrayal of scientific ideas and their impact in historical accounts, biography and film. (There will be film showings outside of class hours.)
Open to all students.

Not offered in 1982-83.

Miss Webster

120 (1) Introduction to Women's Studies**
Examination of key works of literature and scholarship on women and the intellectual background of modern women's movements. Themes to be emphasized include (1) different definitions of male and female roles (2) recommendations for changes in established practice and attitudes and (3) women's cultural history.
Open to all students.

141 (2) China on Film
West looks East through the camera's eye. Charlie Chan in Shanghai, Shirley MacLaine at the Great Wall, Pearl Buck on the Good Earth: a cinematic exploration of Western conception of 20th-century China. A broad selection of films, primarily documentary, will be analyzed in their historical context, supplemented by readings on both background material and film criticism. Focus on major shift of dominant Western opinion toward China, Films by Felix Greene, Antonioni, Rene Burri, Shirley MacLaine, Edgar Snow to be included among others. Course conducted in English. Discussion following each film showing. Short paper assignments through the course.
Open to freshmen and sophomores only; upperclass students by permission of the instructor.

Not offered in 1982-83.

Mr. W. Liu

211 (1-2) Dante (in English) 2
An introduction to Dante and his culture. This course presumes no special background and attempts to create a context in which Dante's poetry can be carefully explored. It concentrates on the *Divine Comedy* and Dante's use of his literary and philosophical sources. The centrality and encyclopedic nature of the comedy make it a paradigmatic work for students of the Middle Ages. Since Dante has profoundly influenced some key figures of the 19th and 20th centuries, students will find that he illuminates modern literature as well. First semester may be elected independently, second semester may be elected independently by permission of the instructor.
Open to all students.

Ms. Jacoff

214 (2) Machiavelli (In English)
An analysis of Machiavelli's thought in terms of its political, cultural and methodological elements. The analysis will proceed according to two complementary lines: reading and discussion of basic works (*The Prince, Discourses, Art of War, Letters, History of Florence*); study of the historical context and cultural tradition in which the various themes developed. Interpretation of reality, the dichotomy between "virtù" and "fortuna"; force and persuasion; the role of the aggregate and of the individual "virtù." Evaluation of Machiavelli's intellectual revolution, the ermergence of a new relationship between empirical observation and theoretical elaboration. The science of politics. Discussion of some significant historiographical interpretations. Also, particular attention to Machiavelli in relation to the intellectuals of his own time.
Open to all students.

Not offfered in 1982-83.

Ms. Mattii

216 (2) Mathematics for the Physical Sciences
Mathematical preparation for intermediate and advanced physical science courses. Topics include: vector analysis; field theory, with the divergence and Stoke's theorems; ordinary and partial differential equations; Fourier series. Topics such as diagonalizing matrices and using statistical distribution functions included as time permits. No laboratory.
Prerequisite: Physics 104 or 105 or 110 or permission of the instructor and Mathematics 205.

Ms. Marshall

220 (2) Proust and the Modern French Novel
Psychology and aesthetics in works by Flaubert, Gide, Sartre, Beckett, and Robbe-Grillet, with emphasis on Proust's *Remembrance of Things Past*. Lectures, papers, and class discussion in English. Students may read the texts in French or in English translation.
Open to all students except those who have taken two or more Grade II courses in French literature.

Mr. Stambolian

222 (2) *[2] Women in Contemporary Society**
The legal, political, economic, and psychological issues affecting women. Special emphasis on women's work at home and in the paid labor force, their role in the family and in social change.
Prerequisite: Extradepartmental 120, or a social science course, or by permission of the instructor.

226 (1) History of Science: Historical Foundations of Modern Science
A course designed for students who have completed their introduction to science and who wish to put some aspects of that knowledge into historical perspective, emphasizing the historical development rather than the textbook version of scientific ideas, and the context – historical, political, economic, and philosophical – of pivotal episodes. The latter will be selected as much as possible to reflect the interests of the students electing the course. With this introduction to history of science as a discipline and with several case histories from different sciences as models,

students will design research projects in the history of science reflecting their particular areas of interest and expertise. Students will present their projects orally and in final papers.
Prerequisite: three units in Group C, at least one of which is with laboratory. Open to juniors and seniors, and to sophomores by permission of the instructor.

Not offered in 1982-83.

Miss Webster

227 (1) Feminism, Anti-Feminism and Philosophy
Study of the range of feminist and anti-feminist theories developed in the course of Western history from Plato to the present. Emphasis will be placed espcially on discovering what values and concepts underlie anti-feminist theories and attitudes. Some recent discussions of the possibility of changing traditional values and concepts so as to reflect women's equality will also be examined. Open to all students without prerequisite.

Mrs. Janik

228 (2)* ** Latin American Literature: Fantasy and Revolution
Aesthetic and sociopolitical problems in the works of contemporary Latin American writers, as seen by García Márquez, Cortázar, Paz, Donoso, and Neruda. Special attention will be given to the imaginative vision of Jorge Luis Borges.
Open to all students except those who have taken Spanish 306 and 307.

Ms. Roses

231 (2) Interpretation and Judgment of Films
Close analysis of masterpieces of film art, drawn from the work of such directors as Eisenstein, Chaplin, Keaton, Dreyer, Ophuls, Welles, Bergman, Fellini, Godard, and Antonioni. Many short written assignments. Frequent screenings in the early part of the week of the film under discussion; students are required to see each film at least twice.
Open to all students.

Mr. Garis

237 (2)* History and Structure of the Romance Languages
Open to students of French, Italian, Spanish, and Latin, this course deals with the development of the modern Romance languages from Vulgar Latin. Primary emphasis will be placed on examining this development from a linguistic point of view, stressing general principles of historical change. Some reading and comparison of early texts in each of the languages will also be included. Offered in alternation with 238.
Prerequisite: Extradepartmental 114 or by permission of the instructor.

Ms. Levitt

238 (2)* Linguistic Analysis of Social and Literary Expression
An interdisciplinary course designed for students in the humanities and social sciences based on the application of linguistics to the analysis of language in its written and spoken forms. Emphasis on the ways literary styles are created, and levels of social expression are conveyed, by variations in the structural and semantic organization of language. Includes extensive study of women's language. Offered in alternation with 237.
Prerequisite: Extradepartmental 114 or by permission of the instructor.

Not offered in 1982-83.

Ms. Levitt

239 (1) Language and Mind
Introduction to the study of the relation between higher order abilities and the brain. The course will focus on the relationship of the brain to speech and language processing, artistic realization (music and art), intelligence, and other cognitive dimensions. Issues such as the origins of language, creativity, the relation between language and thought, sex differences in cognitive abilities, and human consciousness will be considered.
Prerequisite: an introductory course in psychology or linguistics or anthropology or philosophy or permission of the instructor.

Ms. Blumstein

241 (2)* ** Chinese Poetry and Drama in Translation
A survey of Chinese literature of classical antiquity, with emphasis on works of lyrical nature. Readings include selections from *Book of Songs*, elegiac poetry of Ch'u Yuan and works by the great poets of the T'ang and Sung periods. The course concludes with the introduction to poetic drama of the Yuan Dynasty. Comparative analysis with other literature will be encouraged. Classes in English. Open to all students without prerequisite.

Not offered in 1982-82.

Mr. Van Zoeren

242 (2)* ** Chinese Fiction in Translation
A survey of Chinese narrative literature from the medieval period to the present. Readings include short stories from the T'ang Dynasty to the end of the Ming, selections from the great classic novels of the Ming and Ching Dynasties, and prose fiction by 20th-century authors. Discussions will focus on the different stylistic developments of high- and low-culture literature, the social significance of this literature, and the writer's perceptions of the customs, institutions, and conflict of his/her historical environment. Classes in English.
Open to all students without prerequisite.

Not offered in 1982-83.

243 (1)* Roman Law
Ancient Roman civil law; its early development, codification, continuing alteration; law and society (property, family, slavery); its influence on other legal systems.
Open to all students.

Not offered in 1982-83.

Mr. Starr

Offered in 1983-84.

244 (2)* Sport and Ancient Society
The significance of organized athletics and recreational play for the understanding of Greek and Roman cultures; the events and mythology of athletic contests; ethical and political importance of the games.
Open to all students.

Not offered in 1982-83.

Mr. Poliakoff

Offered in 1983-84.

245 (2)* Films and the Novel in Italy
An introduction to historical, political, and social aspects of post-war Italy; exploration of the interrelationship between Italian cinema and fiction in the development of both social realism and experimental modes of poetic expression. Emphasis on novels by authors such as Pavese, Calvino, Moravia, and Levi and analysis of films directed by Visconti, Rossellini, De Sica, Fellini, and Pasolini. Given in English. Students doing the reading and paper writing in Italian may count this course toward the major in Italian.
Open to sophomores, juniors, and seniors.

Not offered in 1982-83.

246 (1)*[1] Ancient Medicine**
A survey of medical practice in the Near East, Greece, and Rome focusing on the development of rational medicine under Hippocrates and the medical achievements of the Hellenistic era. Also, theories of physical and mental diseases and their consequences for later Western medical practice, doctor-patient relations, malpractice suits, the cult of the healing god Asklepios, and miracle cures.
Open to all students.

Mr. Engels

247 (2) Arthurian Legends
A survey of legends connected with King Arthur from the 6th century through the 15th with some attention to the new interpretations in the Renaissance, the 19th, and the 20th centuries. Special lectures by members of the medieval/renaissance studies program.
Open to sophomores, juniors, and seniors.

Mr. Stehling

251 (1)*[1] Ancient Science**
A study of our Western scientific heritage from its origins to about 200 A.D. Egyptian and Babylonian mathematics and astronomy and their later transformation into deductive sciences by the Greeks. The boundary between nonscience and science, the cultural values necessary for scientific development in the ancient world, early theories of biological and cultural evolution, conflicts among science, religion, and philosophy. Medical practices not included in this course.
Open to all students.

Not offered in 1982-83.

Mr. Engels

308 (1-2) Seminar for Materials Research in Archaeology and Ethnology 2
An examination of the way in which scientific analysis of archeological ceramics contributes to our understanding of the cultures that produced the artifacts. This inquiry will include technological aspects such as physical properties, processing, fabrication and firing techniques as well as socioeconomic aspects of production such as identifying workshops and trades. All students undertake analytical projects on archaeological collections.
Prerequisite: upperclassmen with sufficient preparation in anthropology/archaeology with permission of instructor.

Mr. Kohl and S.P. De Atley (taught at MIT)

320 (2) Women and Health
The Women and Health seminar will examine various elements in the relationship between women and the health care system as it has evolved over the last 150 years, primarily in the United States. The first section of the seminar will focus on women as patients. Nineteenth-century female invalidism, sexuality, birth control, abortion, childbirth practices, and self-help will be among the topics considered. The second section of the seminar will explore the various healing roles women have taken on: midwives, nurses, physicians, religious healers, and allied health workers. The specific ideological and structural difficulties faced by each group, and how they shifted over time, will be assessed. The last section of the course will examine contemporary women and health care issues, analyzing both continuities and changes since the 19th century. the focus will be on the social policy issues these movements have raised: abortion, birth control, sterilization abuse, world-wide drug experimentation on women, the physician-woman patient relationship, alternative forms of healing.
Open by permission of the instructor.

Ms. Reverby

330 (1) Literary Images of "Women of Intellect"—East and West
A comparative study of the attitude which society, community, family, religion, and cultural tradition had toward women through the analysis of 18th and 19th century literature of China, Russia, France, England, and America, against the background of social systems, philosophical outlook, and psychological comprehension. Topics discussed through both male and female perspectives; repression of expression of love; women of intellect—"lusas naturae"; religion and guilt; community and self; independence and loneliness; rage and rebellion; etc. Readings include novels and books on literary criticism and culture, all in English or English translation. Three short papers and a final paper.
Open to students who have taken one Grade II course in any literature.

Mr. W. Liu

331 (2) Seminar. The Theatre since 1945
Comparative study of the major innovative forms of contemporary drama from the works of Beckett, Brecht, and Artaud to the most recent theatrical experiments in Europe and America. New critical approaches and playwriting encouraged.
Open by permission of the instructor to juniors and seniors.

Not offered in 1982-83.

Mr. Stambolian

333 (2)* Comparative Literature
Topic for 1980-81: Ideas of typology in the Bible and literature. Examination of certain basic typological structures established in the Old Testament and how the New Testament adopts and transforms them. Typology both as a historical phenomenon (why was it so important and ubiquitous?) and a theoretical one (what are its implications for theology, historiography, and hermeneutics?). Questions posed and answered in different terms by both texts and iconography in art and architecture. Readings from Vergil's *Aeneid, Augustine's Confessions*, Dante's *Inferno* and *Purgatorio*, and Milton's *Paradise Lost*. Readings available in translation, but students with reading knowledge of Latin or Italian encouraged to prepare in original languages.
Open to all students who have taken at least one unit of foreign language beyond the college requirement and one Grade II course in literature.

Not offered in 1982-83.

Miss Jacoff

334 (2) Seminar. The Autobiographical Impulse in Photography, Writing, and Speaking
An interdisciplinary study of the human desire to reveal, explore, and record the individual's self, body, and world. Attention will be given to the sources of this desire, the cultural factors that resist or shape it, the various languages and forms it adopts, and the personal and political uses to which it is put. Among the artists and thinkers studied are: Barthes, Beckett, Ingmar Bergman, Foucault, Freud, Violette Leduc, Rousseau, Lucas Samaras, Susan Sontag, Proust, and selected photographers. Students will be required to complete a short autobiographical project.
Open to juniors and seniors by permission of the instructor.

Mr. Stambolian

349 (2) Studies in Culture and Criticism
Not offered in 1982-83.

EXPERIMENTAL COURSES

According to College legislation, the student-faculty Committee on Educational Research and Development has the authority to recommend experimental courses and programs to the Dean of the College. Faculty members and students are invited to submit their ideas to the Committee. There are three criteria for an experimental course or program: a) it should address a defined problem in education at Wellesley; b) it should test a set of conscious assumptions about learning (and the results of the test should be communicated openly); c) it should not fit easily into conventional departmental contexts. The following is the experimental course:

111 (1) Writing about Technological Issues
A study of Lake Waban, with consideration of the natural state of the lake and its drainage basin, the impact of effluents and chemical treatments, and the regulations governing human activities with the lake. The course will focus on the writing of reports and proposals about the lake, and emphasis will be placed on improving the student's writing abilities.
Open to freshmen by permission only.
Mr. Williams

302 (2) Aspects of European Romanticism: The Arts in an Age of Revolution
This course will examine some of the ways in which certain underlying questions of the Romantic period—the re-evaluation of the individual and of "nature" in an increasingly unstable social eviron-ment, and the corresponding quest for a new religious or quasi-religious order—found parallel expressions and resolutions in philosophy and in the various arts. Among the topics studied with reference to these questions will be the influence of Goethe's *Werther* on the Müller-Schubert and Eichendorff-Schumann song cycles; of his *Faust* on the music of Liszt and Berlioz; the nature-worship of Beethoven and Schubert, Eichendorff and Friedrich; the quasi-cultist eccentricities of such artists as E.T.A. Hoffmann, Schumann and Runge; the opposing strains of morbidity and nationalism in Goya, Géricault, Delacroix, Chopin and Liszt; the fascination with fragmentation and ruin evident in most of these artists; and the new "religions" of Hegel and Beethoven, Schopenhauer and Wagner.
Open to juniors and seniors with some reading knowledge of music (or any Grade I course in music) and of either German or French (German preferable), and to others only with permission of the instructor.
Mr. Fisk

CROSS-LISTED COURSES

German 225 (2)
Clashing Myths in German Culture (in English)
For description and prerequisite see German 225.

Greek 104 (1)**
Classical Mythology
For description and prerequisite see Greek 104.

Greek 203 (2)*
Greek Drama in Translation
For description and prerequisite see Greek 203.

Greek 252 (2)
Women in Antiquity
For description and prerequisite see Greek 252.

Italian 212 (2)
Literature of the Italian Renaissance (in English)
For description and prerequisite see Italian 212.

Italian 214 (2)
Machiavelli (in English)
For description and prerequisite see Italian 214.

Italian 249 (2)*
History of Italian Culture
(in English)
For description and prerequisite see Italian 249.

Russian 201 (1)
Russian Literature in Translation I
For description and prerequisite see Russian 201.

Russian 202 (2)
Russian Literature in Translation II
For description and prerequisite see Russian 202.

Russian 248 (1)
Experience Transfigured
For description and prerequisite see Russian 248.

Theatre Studies 235 (1)
Looking at Ballet
For description and prerequisite see Theatre Studies 235.

Theatre Studies 236 (2)
Looking at Modern Dance
For description and prerequisite see Theatre Studies 236.

Cambridge Humanities Seminar

The Cambridge Humanities Seminar is a collaborative effort by universities in the Boston–Cambridge area to enrich and diversify their interdisciplinary offerings in the humanities at an advanced level. The program is centered at the Massachusetts Institute of Technology and offers subjects to students in the humanities at participating institutions during the last two years of undergraduate and the first two years of graduate work, in an area of scholarship periodically determined by its membership. The program currently involves faculty in literature, history, philosophy, and fine arts. Its current subject is the idea of the past as it plays a role in the study of various cultural activities. All subjects have limited enrollment.

Semester I 1982-83

Issues in Literary Interpretation
Examination of the ways in which issues arising in the interpretation of dreams, folk tales, sacred texts, works of visual art, and primitive cultures have influenced the practice of interpreting literary and narrative texts. Readings include Freud, T.S. Eliot, Empson, Lévi-Strauss, Derrida, Barthes, Gombrich, Panofsky, Walter Benjamin.

Mr. Kibel (MIT)

American Television: A Cultural History
Television's evolution as a system of story-telling and myth-making, studied from anthropological, literary, and cinematic perspectives. The course centers on prime-time commercial broadcasting but also examines theoretical perspectives as well as the medium's technological and economic history.
Open by permission of the instructor.

Mr. Thorburn (MIT)

Semester II 1982-83

Problems in Twentieth-Century Art and Philosophy
Twelve major painters of the last 100 years, from Manet to Olitski, studied. Equal emphasis given to their stylistic development through a close study of individual paintings and to the critical issues raised by their work, especially as these issues relate to the history of Modernist thought. Readings include writings of the artists themselves, as well as relevant critical and philosophical texts. Same course as Philosophy 328.

Mrs. Stadler, Mr. Ablow (Boston University)

On Quality in Art
An exploration of recent and older attempts at formalizing critical and comparative judgments of works of visual art, tracing the subject back to its roots in the isolation during the 16th century of a distinct aesthetic realm, in order to investigate the extent to which objectivity of such judgment can be arrived at. Readings will be coordinated with analysis of art works to which they refer. Authors include selections from Vasari, Winckelmann, Baudelaire, Burckhardt, Hildebrand, Meier-Graefe, Berenson, Roger Fry, Apollinaire, Breton, Focillon, Panofsky, Gombrich, Jacob Rosenberg, Rhys Carpenter, James Ackerman.

Mrs. Martin (Boston University)

The Theory and Practice of Metaphor
A "discovery course" tracing the function of metaphor in literature, the sciences, and human creativity in general. Theoretical analysis of metaphorical thinking as well as studies of the role of some specific metaphors in past and present will be included. Same course as Philosophy 304 or 201.
Prerequisite: one Grade II unit preferably 200 or 201, or by permission of the instructor.

Mrs. Janik

Interdepartmental Majors

The College offers a number of established interdepartmental major programs. In addition, a student may design an individual major. All interdepartmental and individual majors must include at least four units of work in one department above the Grade I level, and at least two Grade III units. Some representative individual majors and courses available for them are included in this section.

AMERICAN STUDIES

Director: *Marini*

American studies is a highly flexible, interdisciplinary program designed to illuminate varieties of the American experience. A wide selection of courses in different departments within the College may be taken for credit in the major. This flexibility enables students to develop individual programs of study. Students are encouraged to integrate diverse elements of American experience by working closely with their advisors and by taking courses which focus on what is enduring and characteristic in American culture.

Four courses in one department above the Grade I level and two Grade III units are required.

The following is a partial list of other courses available that may be included in an American Studies major:

Anthropology 210 (2)
Racism and Ethnic Conflict in the United States and the Third World

Art 231 (1)
The Art of the English Colonies and the United States to the Civil War

Art 232 (2)
Art in the United States from the Civil War to World War II

Black Studies 206 (1)
Afro-American History

Black Studies 230 (2)
Black and Third World Women

Black Studies 264 (2)
Black Literature in America

Black Studies 320 (1)
Black Institutions

Economics 204 (1)
American Economic History

Economics 243 (2)
Issues in Social Policy: The Sexual Division of Labor

Education 212 (1)
History of American Education

English 266 (1)
Early Modern American Literature

English 362 (1)
The American Renaissance

English 363 (2)
Advanced Studies in American Literature

History 250 (1)
The First Frontier

History 251 (2)
The United States in the Eighteenth Century

History 252 (2)
The United States in the Nineteenth Century

History 253 (2)
The United States in the Twentieth Century

History 310 (1-2)
Social History of the United States

History 312 (2)
Intellectual History of the United States

Music 104 (2)
American Music

Philosophy 222 (1)
American Philosophy

Political Science 311 (1)
The Supreme Court in American Politics

Political Science 313 (2)
American Presidential Politics

Political Science 340 (1)*
American Political Thought

Religion 218 (1)*
Religion in America

Religion 219 (1)*
Relgion and Politics in America

Religion 220 (2)*
Religious Themes in American Fiction

Religion 318 (2)*
Seminar in American Relgions

ARCHITECTURE

A major in architecture offers the opportunity for study of architectural history and practice through an interdiciplinary program. Following Virtruvius' advice on the education of the architect, the program encourages students to familiarize themselves with history and with a broad range of subjects in the humaniities, sciences and social sciences. Courses in studio art, mathematics and physics lead to appreciation of the principles of design and the fundamental techniques of artchitecture.

The MIT-Wellesley exchange provides a unique opportunity for students to make use of resources of MIT—such as advanced courses in design and technique. Students are encouraged to consider travel or study abroad as important aspects of their education in architecture, and to take advangtage of the wide resources of the College and the Department of Art in pursuing their projects.

A student majoring in architecture must take four courses above Grade Level I and two Grade II units within the Department of Art. Students design their programs individually in consultation with the directors, and with faculty advisors in other fields.

Students are expected to include selections from the list below in their core programs.

History of Art

Art 100 (1-2)
Introductory Course

Art 203 (2)
Cathedrals and Castles of the High Middle Ages

Art 228 (2)
Nineteenth and Twentiteth Century Architecture

Art 232 (2)
Art in the United States from the Civil War to World War II

Art 233 (1)
Domestic Architecutre and Daily Life

Art 254 (1)
The Art of the City: Medieval, Renaissance, and Baroque

Art 309 (1)
Renaissance and Baroque Architecture

Art 320 (1)
American Architecture in the 19th Century

Art 332 (2)
Seminar. The Cathedrals of England

Art 345 (1) (2)
Seminar. Historical Approaches to Art for the Major

Studio Art

Art 105 (1) (2)
Drawing I

Art 206 (1)
Drawing II

Art 207 (1) (2)
Sculpture I

Art 209 (1-2)
Basic Design

Art 210 (2)
Color

Art 218 (1) (2)
Introductory Painting

Art 316 (2)
Life Drawing

Art 318 (2)
Intermediate Painting

MIT

4.01 (1)
Issues in Architecutre

4.26 (2)
Built Form Obersvation

4.125 (1)
Design Studio Level I
(2 Wellelsley Units)

4.126 (2)
Design Studio Level II
(2 Wellesley Units)

4.402J (2)
Basic Building Construction

Mathematics

Mathematics 102 (1) (2)
Application of Mathematics without Calculus

Mathematics 115 (1) (2)
Calculus I

Mathematics 116 (1) (2)
Calculus II

Physics

Physics 104 (1)
Basic Concepts I

Physics 105 (1)
General Physics I

Physics 106 (2)
Basic Concepts II

Physics 110 (1)
Advanced General Physics

CHINESE STUDIES

Directors: *Cohen, Lam*

Students interested in graduate work and a career in Chinese studies should take extensive Chinese language work, and literature in the original Chinese is highly recommended.

The following courses are available for majors in Chinese studies.

Art 217 (1)
Themes and Meaning in Asian Art

Art 248 (1)
Chinese Art

Art 337 (2)*
Seminar. Chinese Art

Chinese 101 (1-2)
Elementary Spoken Chinese

Chinese 102 (1-2)
Basic Chinese Reading and Writing

Chinese 151 (1)
Advanced Elementary Chinese I

Chinese 152 (2)
Advanced Elementary Chinese II

Chinese 201 (1-2)
Intermediate Chinese Reading

Chinese 202 (1-2)
Intermediate Conversational Chinese

Chinese 252 (1)
Readings in Modern Style Writings

Chinese 300 (2)
Readings in Contemporary Chinese Literature

Chinese 301 (1)
Readings in Expository Writings of People's Republic of China

Chinese 310 (1)
Introduction to Literary Chinese

Chinese 311 (2)
Readings in Classical Chinese

Chinese 312 (1)
The Development of Modern China: Political, Social and Economic Issues

Chinese 316 (1)
Seminar. Chinese Literature in the Twentieth Century

Chinese 349 (2)
Seminar. Topics in Literary Chinese

Extradepartmental 106 (2)
Introduction to Chinese Culture

Extradepartmental 141 (2)
China on Film

Extradepartmental 241 (2)*
Chinese Poetry and Drama in Translation

Extradepartmental 242 (2)*
Chinese Fiction in Translation

Extradepartmental 330 (1)
Literary Images of "Women of Intellect"—East and West

History 150 (1)e
China in Outside Perspective

History 275 (1)
Late Imperial Chinese History

History 276 (2)
China in Revolution

History 346 (2)
Seminar. History of Sino-American Relations

Political Science 208 (2)
Politics of East Asia

Political Science 306 (2)
Seminar. Revolutions in the Modern World

Religion 108 (1) (2)
Introduction to Asian Religions

Religion 253 (2)*
Buddhist Thought and Practice

Religion 254 (1)*
Chinese Thought and Religion

Religion 304 (1)*
Seminar. Zen Buddhism

Religion 305 (2)
Seminar. Religion and Asian Literature

CLASSICAL CIVILIZATION

Director: *Lefkowitz*

Students who wish a Classical Civilization Major can plan with the Departments of Greek and Latin an appropriate sequence of courses, which should include work in art, history, philosophy, and literature. Such a program should always contain at least four units in the original language. Basic knowledge of French or German is recommended.

The selections listed below are available for majors in Classical Civilization during 1982-83.

Greek: All courses in the original. Latin: All courses in the original.

Art 100 (1-2)
Introductory Course

Art 200 (1)*
Classical Art: Greek Art

Extradepartmental 243 (1)*
Roman Law

Extradepartmental 244 (2)*
Sport and Ancient Society

Extradepartmental 246 (2)*
Ancient Medicine

Extradepartmental 251 (1)*
Ancient Science

Greek 104 (1)
Classical Mythology

Greek 252 (2)*
Women in Antiquity

Greek 328 (2)*
The Concept of Freedom in the Ancient World

History 150 (2) c
Early Greece

History 230 (2)*
Greek History from the Bronze Age to the Death of Philip II of Macedon

History 231 (1)*
History of Rome

History 331 (1)*
Seminar. Roman History

Philosophy 101 (1) (2)
Plato's Dialogues as an Introduction to Philosophy

Philosophy 312 (1)*
Aristotle

Religion 104 (1) (2)
Introduction to the Hebrew Bible

Religion 105 (1) (2)
Introduction to the New Testament

Religion 201 (1)
Jesus of Nazareth

Religion 203 (2)*
The Ancient Near East: An Introduction

Religion 207 (1)
New Testament Greek

CLASSICAL AND NEAR EASTERN ARCHAEOLOGY

Director: *Marvin*

The purpose of a major in Classical and Near Eastern Archaeology is to acquaint the student with the complex societies of the Old World in antiquity.

The program for each student will be planned individually from courses in the Departments of Anthropology, Art, Greek, History, Latin, Philosophy, and Religion as well as from the architecture and anthropology programs at MIT. Certain courses in statistical methods, geology, and chemistry are also useful. The introductory course in archaeology (Anthropology 106) or its equivalent is required for all archaeology majors.

Students who concentrate in classical archaeology must normally have at least an elementary knowledge of both Greek and Latin. Students who concentrate on the ancient Near East must have knowledge of one ancient Near Eastern language and have taken Anthropology 344 which details the emergence of early urban societies, and Religion 203 which traces their later history.

Students should plan for at least one summer of excavation and travel. Scholarship aid for this travel is available from the Stecher Fund for qualified students. See p. 41.

FRENCH STUDIES

The major in French Studies offers students the opportunity to achieve oral and written linguistic competence, a good knowledge of France through study of its history, literature, arts and thought, and an understanding of contemporary French society.

Students will have further advantage of working closely with two advisors, one from French and one from another area of study, to devise and focus their programs. Programs are subject to the approval of the director.

Requirements: For the major, at least four units in French above the Grade I level are required. Of these, at least one shall be at the Grade III level, and at least one chosen from among the following: French 222, 308, or 309. All courses above French 102 may be counted toward the major in French Studies, except that both French 121-122 and 141-142 or both French 206 and 226 may not be counted.

For the major in French Studies, two or more courses shall be elected from the following:

Art 202 (1)
Medieval Art

Art 203 (2)
Cathedrals and Castles of the High Middle Ages

Art 219 (1)
Painting and Sculpture of the Nineteenth Century

Art 305 (2)
History of Photography

Art 312 (2)
Problems in Nineteenth- and Early Twentieth-Century Art

Extradepartmental 220 (1)
Proust and the Modern French Novel

Extradepartmental 237 (2)
History and Structure of the Romance Languages

Extradepartmental 331 (2)
Seminar. The Theatre Since 1945

History 235 (2)
Medieval and Modern Intellectual History, 400 to 1600.

History 236 (2)
The Emergence of Modern European Culture: the Seventeenth and Eighteenth Centuries

History 242 (1)
The Age of Louis XIV in France

History 243 (2)
The Enlightenment, the French Revolution, and Napoleon

History 245 (1)
History of Modern France, 1815-present

History 348 (1)
Seminar. Women, Work and the Family in European History, 1700-present

Music 251 (2)
Music in the Middle Ages

Music 252 (2)
Music in the Renaissance

At the discretion of the director, after consultation with the course instructor, research or individual study (350) may be approved, as may such other courses as: Art 216, European Art from the Renaissance through the Nineteenth Century; Art 225, Modern Art; Art 228, Nineteenth- and Twentieth-Century Architecture; History 237, Modern European Culture: the Nineteenth and Twentieth Centuries; Music 209, the Classical Era; Philosophy 200, Modern Sources of Contemporary Philosophy; Philosophy 223, Phenomenology and Existentialism; Political Science 205, Politics of Western Europe; Extradepartmental 333, Comparative Literature.

Students interested in obtaining certification to teach French in the Commonwealth of Massachusetts should consult the director and the Chairman of the Department of Education.

ITALIAN CULTURE

Director: *Jacoff*

The major in Italian Culture offers students the opportunity of becoming proficient in the language and of acquiring knowledge and understanding of Italy through the study of its art, history, literature, music, and thought.

The program for each student will be planned on an individual basis and is subject to the approval of the director. At least four units in Italian above the Grade I level, two of which shall be of Grade III level, must be included in the program.

The following courses are available for majors in Italian Culture:

Art 220 (1)
Painting and Sculpture of the Later Sixteenth and Seventeenth Centuries in Southern Europe

Art 250 (1)*
From Giotto to the Art of the Courts

Art 251 (2)
Italian Renaissance Art

Art 254 (1)*
Art of the City: Medieval, Renaissance, and Baroque.

Art 304 (2)*
Problems in Italian Sculpture

Art 309 (1)*
Renaissance and Baroque Architecture

Art 330 (2)
Seminar. Italian Art

Extradepartmental 211 (1-2)
Dante (in English)

Extradepartmental 245 (2)*
Films and the Novel in Italy

History 233 (1)
Renaissance Italy

History 333 (2)
Seminar. Renaissance Florence

Italian 202 (1)
Intermediate Italian I

Italian 203 (2)
Intermediate Italian II

Italian 204 (2)
An Introduction to Italian Literature and Culture of the Nineteenth and Twentieth Centuries

Italian 207 (1)
An Introduction to Italian Literature and Culture of the Late Middle Ages and the Renaissance

Italian 212 (2)*
Literature of the Italian Renaissance (in English)

Italian 214 (2)*
Machiavelli (in English)

Italian 301 (1-2)*
Dante

Italian 302 (1)*
The Theatre in Italy

Italian 303 (1)*
The Short Story in Italy Through the Ages

Italian 304 (1)
Women Writers in Modern Italy

Italian 308 (2)
The Contemporary Novel

Italian 349 (2)
Seminar. Literature and Society

Music 252 (2)*
Music in the Renaissance

Music 307 (1)*
The Opera

MEDIEVAL/RENAISSANCE STUDIES

Director: *Cox, Fergusson*

The major in Medieval/Renaissance Studies enables students to explore the infinite richness and variety of Western civilization from later Greco-Roman times to the Age of the Renaissance and Reformation, as reflected in art, history, music, literature, and language.

Numerous opportunities for study abroad exist for those who wish to broaden their experience and supplement research skills through direct contact with European and Mediterranean culture. Majors who are contemplating postgraduate academic or professional careers should consult faculty advisors, who will assist them in planning a sequence of courses that will provide them with a sound background in the linguistic and critical techniques essential to further work in their chosen fields. Individual interests and needs can be accommodated through independent study projects carried out under the supervision of one or more faculty members and designed to supplement, or substitute for, advanced seminar-level work. History 334 is the seminar recommended for majors in Medieval/Renaissance Studies in 1982-83. Among the courses available for majors and prospective majors are:

Art 100 (1)
Introductory Course

Art 202 (1)
From the Catacombs to the Court of Charlemagne

Art 203 (2)
Cathedrals and Castles of the High Middle Ages

Art 215 (1)
European Art to the Renaissance

Art 250 (1)*
From Giotto to the Art of the Courts

Art 251 (2)
Italian Renaissance Art

Art 254 (1)*
Art of the City: Medieval, Renaissance, and Baroque

Art 304 (2)*
Problems in Italian Sculpture

Art 309 (1)*
Renaissance and Baroque Architecture

Art 311 (1)*
Northern European Painting and Printmaking

Art 330 (2)
Seminar. Italian Art

Art 332 (2)*
Seminar. Medieval Art

English 112 (1) (2)
Shakespeare

English 211 (1)*
Medieval Literature

English 213 (1)
Chaucer

English 222 (1)
Renaissance Literature

English 223 (1)
Advanced Studies in Shakespeare I

English 224 (2)
Advanced Studies in Shakespeare II

English 282 (2)*
Tragedy

English 313 (2)*
Advanced Studies in Chaucer

English 381 (1)
The English Language

Extradepartmental 211 (1-2)
Dante (in English)

Extradepartmental 247 (2)
Arthurian Legends

French 212 (1)
Medieval French Literature I

French 300 (2)*
French Literature of the Renaissance

French 312 (1)
Medieval French Literature II

German 202 (1)
Introduction to German Literature

German 225 (2)
Clashing Myths in German Culture (in English)

Greek 328 (2)*
Problems in Ancient History and Historiography

History 100 (1) (2)
Medieval and Early Modern European History

History 150 (1)d
Henry VIII: Wives and Policy

History 150 (2)h
Richard The Lion-Hearted in History and Legend

History 223 (2)
Science and Medicine from the Middle Ages to the Scientific Revolution

History 230 (2)*
Greek History from the Bronze Age to the Death of Philip II of Macedon

History 231 (1)*
History of Rome

History 232 (2)
The Medieval World, 1000 to 1300

History 233 (1)
Renaissance Italy

History 234 (1)
The Renaissance and Reformation in Western Europe

History 235 (2)
Medieval and Early Modern European Intellectual History, 400 to 1600

History 238 (1)
English History: 1066 and All That

History 239 (2)
English History: Tudors and Stuarts

History 330 (1)
Seminar. Medieval Kings, Tyrants and Rebels

History 333 (2)
Seminar. Renaissance Florence

History 334 (2)
Seminar. Material Culture and Daily Life in Renaissance Europe

Italian 207 (1)
An Introduction to Italian Literature and Culture of the Late Middle Ages and the Renaissance

Italian 212 (2)*
Literature of the Italian Renaissance (In English)

Italian 214 (2)*
Machiavelli (In English)

Italian 301 (1-2)
Dante

Latin 207 (2)
Medieval Latin

Music 251 (2)*
Music in the Middle Ages

Music 252 (2)*
Music in the Renaissance

Political Science 240 (1)
Classical and Medieval Political Theory

Religion 216 (1)*
History of Christian Thought: 100-1400

Religion 217 (2)
History of Christian Thought 1400-1800

Religion 242 (2)
Christianity in the Arts

Spanish 206 (1)
Landmarks of Spanish Literature I

Spanish 302 (2)*
Cervantes

MOLECULAR BIOLOGY

Director: *Levy*

The Departments of Biological Sciences and Chemistry offer an interdepartmental major in molecular biology which gives opportunity for advanced study of the chemistry of biological systems.

In addition to two units of Biochemistry (323 and 324), the area of concentration consists of four units of Chemistry which must include 211 and 231; five units of Biology (110, 111, 200, 205, and one Grade III unit with a scheduled laboratory taken at Wellesley excluding 350 or 370); Physics 104, 105, or 110; and Mathematics 116 or the equivalent. Students should be sure to satisfy the prerequisites for the Grade III biology course.

PSYCHOBIOLOGY

Directors: *Koff, Eichenbaum*

The Departments of Psychology and Biological Sciences offer an interdepartmental major in psychobiology which provides opportunity for interdisciplinary study of the biological bases of behavior.

A major in psychobiology must include Psychology 101 and 205, Biology 110 and 111, Psychobiology 213, and either Psychology 214R or Biology 214.z In addition, majors must elect at least one Grade II course from each department, and two relevant Grade III courses or their equivalents, subject to approval by the directors of the program. At the Grade III level, the student may elect two psychology courses, or two biological sciences courses, or one from each department.

It is recommended that students plan a program in which the core sequence (first six courses) be completed as early in the program as possible, and no later than the end of the junior year.

WOMEN'S STUDIES

Directors: *Gouda*

Faculty Advisors: Amott [A] (Economics), *Anderson-Khleif* (Sociology), *Berger* (Sociology), *Brenzel* (Education), *Brown* (Physics), *Campbell* (Mathematics), *Clinchy* (Psychology), *Darling* (Black Studies), *Friedman* (Art), *Gouda* (History), *Hules* (French), *Janik* (Philosophy), *Jones* (History), *Saj-nicole Joni* (Computer Science), *Koff* (Psychology), *Lefkowitz* (Greek and Latin), *Magraw* (Physical Education), *Matthaei* (Economics), *Merry* (Anthropology), *Roberts* (Computer Science), *Robinson* (History), *Roses* (Spanish), *Schechter* (Political Science), *Schiavo* [A] (Psychology), *Silbey* (Sociology), *Van Dyke* [A] (English), *Ward* (German).

A major in Women's Studies offers the opportunity for the interdisciplinary study of women's experience as it is reflected in history, the humanities and social sciences. An understanding of the new intellectual frameworks contributing to a reevaluation of the models and theories which have conditioned thought about women and men should be at the core of the Women's Studies major.

Beginning with the Class of 1983, a major in Women's Studies must include Extradepartmental 120, Introduction to Women's Studies, and at least one of the following: Extradepartmental 222, Women in Contemporary Society, Philosophy 227, Feminism, Anti-Feminism and Philosophy, Black Studies 230, Black and Third World Women or Anthropology 269, Sex Roles, Marriage, and the Family. In addition, the program should include a concentration in one department: four units above the Grade I level and two units of the major at the advanced level (Grade III). These may include individual study in 350 or 370 courses. It is strongly recommended that majors elect basic method and theory courses in their field of concentration.

Students design their programs in consultation with two faculty advisors, one of whom should be from the department of concentration. The directors are available for preliminary consultation and referral to the other faculty advisors.

The following courses are available in Women's Studies. Other courses are available each semester through cross registration with MIT.

Anthropology 269 (1)
Sex Roles, Marriage, and the Family

Art 233 (1)
Domestic Architecture and Daily Life

Black Studies 222 (1)
Images of Blacks and Women in American Cinema

Black Studies 230 (2)
Black and Third World Women

Economics 241 (2)
The Economics of Personal Choice

Economics 243 (2)
Issues in Social Policy: The Sexual Division of Labor

Education 206 (1)
Women, Education and Work

Education 312 (2)
Seminar. History of Child Rearing and the Family

English 150 (1)a
American Women Writers of the Short Story

English 150 (2)a
Three Generations of American Poets: Marianne Moore, Elizabeth Bishop, and Sylvia Plath

English 150 (2)b
Women on Women: Female Portraits of a Lady

English 386 (2)
Seminar. Writing about Women: Towards a Feminist Literary Tradition

Extradepartmental 120 (1)
Introduction to Women's Studies

Extradepartmental 222 (2)
Women in Contemporary Society

Extradepartmental 238 (2)
Linguistic Analysis of Social and Literary Expression

Extradepartmental 330 (1)
Literary Images of "Women of Intellect"-East and West

French 249 (1)
Selected Topics. Myths et réalité de la femme

French 304 (1)
The French Novel in the Eighteenth Century

French 319 (2)
Women, Language, and Literary Expression. The New French Feminism

French 321 (2)
Repetition, Doubling, and Closure

German 206 (1)
Nineteenth-Century Literature: Women from Romanticism to Realism

German 208 (2)
Literature since 1945: Women and Women Authors in the Two Germanies

Greek 252 (2)
Women in Antiquity

History 150 (1)d
Henry VIII: Wives and Policy

History 257 (2)
Women in American History

History 315 (2)
America in the 1960s

History 334 (2)
Seminar. Material Culture and Daily Life in Renaissance Europe

History 348 (1)
Seminar. Women, Work and the Family in European History, 1700-Present

History 351 (2)
Seminar. The "Woman Question" in Victorian England

Italian 304 (1)
Women Writers in Modern Italy

Philosophy 227 (1)
Feminism, Anti-Feminism and Philosophy

Political Science 335 (2)
Seminar. Law and Social Change

Political Science 349 (2)
Seminar. Feminist Political Theory

Psychology 303 (2)
The Psychological Implications of Being Female

Psychology 317 (1)
Seminar. Psychological Development in Adults

Psychology 325 (1)
Seminar. History of Psychology
Women in the Early Period of American Psychology

Psychology 327 (2)
The Psychology of Vocational Choice and Personnel Selection

Psychology 340 (2)
Seminar. Applied Psychology

Religion 302 (1)
Women in Asian Religions

Sociology 111 (1)
Family Sociology

Sociology 311 (2)
Seminar. Family Studies

Spanish 211 (2)
Living Women Writers of Spain, 1970-1981

Theatre Studies 212 (2)
Images of Women in the Drama

INDIVIDUAL MAJORS

Students who are interested in interdisciplinary work may design an individual major, in consultation with two faculty advisors. The program for the individual major is subject to the approval of the Committee on Curriculum and Instruction. In setting up guidelines for the individual major, the committee hopes to extend the possibility for a major which crosses traditional departmental lines to those students who could most benefit from such a major and to assure suitable guidance to the student in selecting appropriate courses for the major. The program for the individual major should include four units in one department above the Grade I level, and two Grade III units.

The majors and suggested courses listed below are representative of the more established programs.

East Asian Studies

Directors: *Cohen, Lam*

This major is designed, in particular, for students who are interested in East Asian Studies but do not intend to do more than minimal work with Chinese language. There is no Chinese language requirement. Courses applicable to the major include all those listed under the Chinese Studies Interdepartmental Major, as well as the following:

Art 249 (2)
Far Eastern Art

History 271 (2)
Japanese History

Religion 255 (2)*
Japanese Religion and Culture

Religion 260 (2)
Eastern Spirituality in the West

Religion 302 (1)
Women and Asian Religions

Religion 303 (1)
Asian Mysticism

Language Studies

Director: *Levitt*

The major in Language Studies offers students who are interested in the field of linguistics the opportunity for interdisciplinary study of questions relating to the structure, history, philosophy, sociology and psychology of language.

The program for each student will be individually planned and subject to the approval of both advisors and director. Four courses in one department above the Grade I level and two Grade III units are required.

Students are urged to consult the MIT catalogue for additional offerings for the major. Courses given by the visiting Luce Professor may also be relevant.

The following courses are available in Language Studies:

English 381 (1)
The English Language

Extradepartmental 114 (1)
Introduction to Linguistics

Extradepartmental 237 (2)*
History and Structure of the Romance Languages

Extradepartmental 238 (2)*
Linguistic Analysis of Social and Literary Expression

Extradepartmental 239 (1)
Language and Mind

French 308 (1)
Advanced Studies in Language I

French 309 (2)
Advanced Studies in Language II

Philosophy 304 (2)
The Theory and Practice of Metaphor

Philosophy 335 (1)
Theory of Meaning

Psychology 216 (2)
Psycholinguistics

Russian 249 (1)*
Language

Theatre Studies

Director: *Barstow*

The major in Theatre Studies offers opportunity for study of the theatre through its history, literature, criticism, and related arts and through the disciplines of its practitioners; playwrights, directors, designers, actors, and producers.

The student's program in the major may be adapted to individual interests. Focus may be on the theatre and a national dramatic literature, on the theatre and related arts, or, within the general demands of the curriculum, a variety of emphases may be evolved, including work in such areas as philosophy, history, psychology, sociology, and religion.

Theatre Studies 203 and both semesters of Theatre Studies 210 are required for the major. At least four units above Grade I normally should be elected in a literature department (English, French, German, Greek and Latin, Italian, Russian, or Spanish), with emphasis on dramatic literature. At least two units above Grade I normally should be elected in art or music. Two of the six units thus specified (or their equivalents) must be Grade III.

Students electing to design a major in Theatre Studies normally will take at least one resident semester of concentrated work in the discipline either with the National Theater Institute at the Eugene O'Neill Theater Center in Waterford, Connecticut, or at another institution in the Twelve College Exchange Program, to supplement and enrich their work at Wellesley.

Since developments in the theatre arts are the results of stage experiments, and because the theatre performance is an expression of theatre scholarship, it is expected that theatre studies majors will elect to complement formal study of theatre history and theory with practical experience in the extracurricular production program of the Wellesley College Theatre.

In addition to the offerings of the Theatre Studies Department, the following courses are specifically relevant to the individual major in Theatre Studies:

Chinese 316 (2)
Seminar. Chinese Literature in the Twentieth Century

English 112 (1) (2)
Shakespeare

English 127 (2)
Modern Drama

English 223 (1)
Advanced Studies in Shakespeare I

English 224 (2)
Advanced Studies in Shakespeare II

English 282 (2)
Tragedy

Extradepartmental 331 (2)
Seminar. The Theatre since 1945

French 213 (2)
French Drama in the Twentieth Century

French 301 (1)
The French Classical Theatre

German 210 (2)
Theatre in Germany

Greek 203 (2)*
Greek Drama in Translation

Greek 302 (2)*
Aeschylus and Sophocles

Greek 304 (2)*
Euripides

History 236 (1)*
The Emergence of Modern European Culture: The Seventeenth and Eighteenth Centuries

Italian 302 (1)*
The Theatre in Italy

Music 200 (1-2)
Design in Music

Music 307 (1)*
The Opera

Philosophy 203 (1)
Philosophy of Art

The following courses are specifically relevant to the individual design major in Theatre Studies:

Art 100 (1-2)
Introductory Course

Art 105 (1) (2)
Drawing I

Art 108 (1) (2)
Photography I

Art 209 (1-2)
Basic Design

Art 210 (1)
Color

Majors taking Design for the Theatre (206) are encouraged to take Art 100 and one or more of the following, before taking 206: Art 105, 108, 209, 210.

Urban Studies

Director: *Case*

A major in Urban Studies may be designed by students in consultation with two faculty advisors, representing different departments. *Each program is subject to the approval of the Committee on Curriculum and Instruction.*

The program should include a minimum of four units in one department above the Grade I level. Moreover, at least two of those units must be at the advanced (Grade III) level. This concentration is to provide majors with a sound disciplinary background and to equip them for further academic or professional work. Such concentration usually occurs within the Departments of Anthropology, Art, Black Studies, Economics, History, Political Science, Psychology, or Sociology.

Students should note carefully the course prerequisites set by each department. It is also strongly recommended that majors elect basic methodology courses in their field of concentration (e.g., Economics 211; Political Science 249; Sociology 201, 202 sequence, etc.). This focus will provide techniques and tools of analysis pertinent to a discipline perspective on urban processes and/or policy.

The interdisciplinary approach, based on particular student interests, may emphasize urban problem-solving and public administration, urban design, urban education, or the urban environment. An understanding of the processes which create and sustain urban systems should be at the core of an urban studies major.

Students are also encouraged to apply for experientially based programs such as the Urban Politics Summer Internship, programs sponsored by the Office for Careers, and to elect Political Science 318 (Field Research Seminar in Public Policy) and Sociology 329 (Internship Seminar in Organizations). Additional opportunities for courses and field work are available through MIT cross registration.

Faculty and Administration

There isn't a faculty member I know of who doesn't go into every single class hoping that that classroom will come alive and who doesn't believe that what she or he is teaching is the most important thing that anybody should learn.

Maud H. Chaplin, Dean of the College

Faculty

Legend

A Absent on leave

A1 Absent on leave during the first semester

A2 Absent on leave during the second semester

P Part-time instructor

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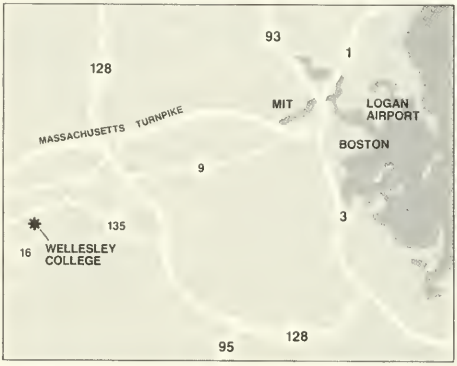

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The taxi cost from Logan Airport is $22.70 including tolls if you call Wellesley Community Taxi at 235-1600 when you arrive. There is a small additional charge when more than three people share a cab. The Community Taxi Service runs from 7:00 a.m. to 11:00 p.m. Other taxi arrangements will cost substantially more.

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Index

Academic
  advanced placement exams, 37
  advising, 34
  calendar, 3
  curriculum, 34-36
  degree requirements, 34
  distinctions, 42-46
  distribution requirements, 34-35
  examinations, 37-38
  foreign language requirements, 35
  grading policy, 37
  honors, departmental, 42-44
  major, 36
  programs, 34-46
  review board, 36
  policies and procedures, 36-39
  prizes, 45-46
  standards, 36
Acceleration, 38
Adding courses, 38
Administration, 220-224
Admission, 20-24
  application for, 20
  campus visit, 20-21
  College Entrance Examination Board tests, 21
  criteria for, 20
  deferred entrance, 22
  early admission, 22
  early decision, 21
  early evaluation, 21
  foreign students, 22
  general requirements for freshman applicants, 20
  geographic distribution chart, 24
  interview, 20
  plans, 21
  readmission, 39
  regular decision, 21
  summary of students, 23
  transfer students, 22
  U.S citizens living abroad, 22
Advanced placement examinations,
  credit for, 37
Alumnae, 226-228
  Association, board of directors, 226
  National Development Fund Council, 227-228
  trustees, 226
Alumnae Hall, 11
American studies, interdepartmental major, 186
Anthropology courses, 48-51
Archaeology, classical and Near Eastern,
  interdepartmental major, 189
Architecture, interdepartmental major, 187
Art courses, 52-60
Arts center, 10-11
Astronomy courses, 61-62
Auditing courses, 38

Bachelor of arts degree, requirements for, 34
Beit Shalom, 12
Biological sciences courses, 63-67
Black studies courses, 68-71
Board of Trustees, 218
Buildings, see Campus

Calendar, 3
Cambridge humanities seminar, 39, 185
Campus, description of, 10-12
Career counseling, 18
Career Services, 18
Chapel, 11
Chemistry courses, 72-74
Child Study Center, 11
Chinese courses, 75-77
Chinese studies, interdepartmental major, 188
Choir, 132
Classical civilization, interdepartmental
  major, 189
Classical and Near Eastern archaeology,
  interdepartmental major, 189
Classrooms, 10
College Entrance Examination Board tests, 21
College government, 17
College health service, 16
College, history of, 6-8
Colloquia, freshman-sophomore, 39, 47
Community involvement, 41
Computer facilities, 10
Computer science courses, 78-79
Confidentiality of student records, 17
Continuing Education, 41-42
  fees, 27
  financial aid, 30
Correspondence, 4
Costs and financial aid, 26-32
Counseling and advising resources, 15
Courses of instruction, 48-198
  legend, 47
Credit
  for advanced placement examination, 37
  for community involvement, 41
  for other academic work, 37
  for summer school and independent study, 37
Cross registration, Massachusetts Institute of
  Technology, 40
Curriculum, 34-36

Degree
  B.A., requirements for, 34
Development, National Council, 227-228
Directory information, 17
Distribution requirements, 34-35
Dormitories, 14-15
Dropping courses, 38

Early admission, 22
Early decision, 21
Early evaluation, 21
East Asian studies, individual major, 196
Economics courses, 80-84
Education courses, 85-87
Emeriti professors, 215-216
Employment, student, 18, 29
Engineering, opportunities in, 40
English courses, 88-93
Enrollment statistics, 23, 24

Examinations, 37-38
  advanced placement, 37
  exemption, 37
Exchange programs
  Wellesley-Spelman, 40
  Twelve college, 40
Exemption from required studies, 37
Expenses, general, 26
Experimental courses, 184
Extradepartmental courses, 179-185

Facilities and resources, 10-12
Faculty, 199-215
Federal Income Tax Return, 30
Fees and expenses, 26-28
  annual fee, 26
  continuing education, 27
  general deposit, 26
  general expenses, 26
  parent loan plan, 27
  payment plans, 27-28
  refund policy, 27
  reservation fee, 26
  room retainer fee, 26
  special fees and expenses, 26
  student activity fee, 26
  student health program, 27
Fellowships
  undergraduate and graduate, 18, 31-32
Financial aid, 29-30
  application form, 30
  Continuing education, 30
  Federal income tax return, 30
  Financial aid form, 30
  Grants, 29
  information, 30
  jobs, campus and off campus, 29
  loans, 29
  payment plans, 27-28
  Town tuition grants, 29
  transfer students, 30
  work, 29
Financial information, 26-30
Foreign language requirements, 35
Foreign students
  admission of, 22
  countries, 24
French courses, 94-98
French Studies, interdepartmental major, 189-190
Freshman
  admission requirements, 20
Freshman-sophomore colloquia, 39, 47

Geographic distribution chart, 24
Geology courses, 99-100
German courses, 101-103
Grading system, 37
Grade reports, 38
Graduate fellowships, 31-32
Graduate school information, 18
Greek and Latin courses, 104-108
Green Hall, 12
Greenhouses, 10

Harambee House, 11
Health service, 16
  infirmary, 12
  medical insurance, 27
History of art courses, 52-58
History courses, 109-119
Honor code, 16
Honors
  awarded, 42
  departmental, 42-44

Independent study, 37
Individual majors, 196-198
Individual study, 37
Infirmary, 12
Inquiries and visits, 4
Insurance, medical, 27
Interdepartmental majors, 186-195
Internship information, 18, 41
Internships, summer, 41
Interview, 20
Italian courses, 120-122
Italian culture, interdepartmental major, 190-191

Jewett Arts Center, 10
Job notices, 18
Job recruiting, 18
Junior year abroad, 40

La Casa, 12
Language studies, individual major, 196
Latin courses, 106-108
Leave of absence, 39
Library, 11
Loans, 29
  repayment of, 29

Major, 36
Margaret Clapp library, 11
Massachusetts Institute of Technology,
  cross registration, 40
Mathematics courses, 123-126
Medical insurance, 27
Medical school, 35
Medieval/Renaissance studies,
  interdepartmental major, 191-193
Molecular biology,
  interdepartmental major, 193
Music courses, 127-132
  performing music, 131
  performing organizations, 132

National Development Fund Council, 227-228
Nondiscrimination, policy of, 2

Observatory, 10
Opportunities in engineering, 40
Orchestra, 132

Parent loan plan, 27
Phi Beta Kappa, 44
Philosophy courses, 133-137
Physical education and athletics courses, 138-140
Physical education facilities, 11
Physics courses, 141-143
Plans of payment, 27-28

Political science courses, 144-152
Preparation for medical school, 35
Presidents, 217
President's house, 12
Prizes, academic, 45-46
Professors Emeriti, 215-216
Psychobiology, interdepartmental major, 193
Psychology courses, 153-158

Readmission, 39
Recommendations, 18
Recruiting, 18
Refunds, 27
Registration for courses, 38
Religion courses, 159-165
Religious resources, 15-16
Required studies
  exemption from, 37
Requirements
  Bachelor of Arts, 34
  distribution, 34-35
  exemptions, 37
  foreign language, 35
  other, 35
Research, student, 37
Residence halls, 14-15
Resources and facilities, 10-12
Russian courses, 166-167

Schneider College Center, 11
Scholarships, 18
Scholastic aptitude and achievement tests, 21
Science Center, 10
Sigma Xi, 44-45
Slater International Center, 11
Slater scholarship, 40
Society houses, 12
Sociology courses, 168-172
Spanish courses, 173-176
Special academic programs, 39-42
Spelman-Wellesley Exchange Program, 40
Sports facilities, 11
Stecher scholarship, 40-41
Student government, 16-17
Student life, 14-18
Student records, confidentiality of, 17
Student residences and resources, 14
Students
  from other countries, 22
  geographic distribution, 24
  summary, 23
Studio art courses, 58-60
Study abroad
  junior year, 40
  summer, 41
Summer
  internships, 41
  school credit, 37

Theatre studies courses, 177-178
Theatre studies, individual major, 197-198
Transcript and grade reports, 38
Transfer students
  admission, 22
  financial aid, 30
Travel Instructions, 229
Trustees, board of, 218
Trustees emeriti, 219
Trustees scholars, 45
Tuition
  payments, 28
Twelve College Exchange Program, 40

Urban politics summer internship program, 41
Urban studies, individual major, 198

Visitors, 4

Waddell scholarships, 40
Washington summer internship program, 41
Wellesley College Center for Research
  on Women, 12
Wellesley College Club, 12
Wellesley-Spelman Exchange, 40
Withdrawal, 39
Women's research center, 12
Women's studies, interdepartmental major, 194-195

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